

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 26

NO. 5

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—*Youth Challenges Educators.*



MAY, 1946



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The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



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JOHN W. BARNETT, Managing Editor
Imperial Bank Bldg., Edmonton

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Volume 26

MAY, 1946

Number 8

EDITORIAL

HIGHLIGHTS OF THE A.G.M.

THE twenty-ninth A.G.M. of the A.T.A. is now history. In two respects, at least, it differed from any previous A.G.M. First, it marked the final appearance in an official capacity of John Barnett; and second, it saw assembled for the first time the smaller body of Councillors set up under the recent amendment to the Constitution.

THE retirement of Mr. Barnett obtruded itself upon us at every turn. Testimony to Mr. Barnett's work came from the Minister, from Dr. Swift, from Dr. Newland, and from practically every fraternal delegate. The universal expression was one of deep appreciation for a difficult task well done, coupled with still deeper regret for his departure from the scene. However, we shall have him with us in a consultative capacity for at least another year, so the touch of the master hand will not be immediately lacking.

THE abbreviated A.G.M. is, I believe, going to work well. The chief difficulty would seem to be that of keeping the Councillors, and through them the general membership, fully informed regarding significant developments in A.T.A. policy, problems and achievements.

It would seem that each meeting of the Central Executive should be followed by a statement of problems considered and actions taken. A mere synopsis of the minutes is scarcely enough. This matter will, I trust, be given early consideration by the Executive. But responsibility rests not on the Executive only. A real determination on the part of each Councillor to keep fully informed, even if he has to write head office or his Geographic Representative for clarification of obscurities, is essential. Only thus can the future A.G.M. intelligently attack A.T.A. problems.

IT WAS good to have Dr. Newland back with us for a brief moment; and he was, I feel sure, equally pleased at the opportunity. He has lost none of his clearness of thought and vision. His address was one of the highlights of the Convention.

JUST to keep us fully aware of the fact that we live in 1946, we were visited by an Atom bomb. And if the Hiroshimaites got a greater jolt we would be greatly surprised. The Minister dropped it among us on Monday morning bright and early, and the reverberations were still echoing through the classic corridors of the Palliser on Wednesday at 10 p.m. Obviously such a cataclysm merited the headlines, and the Albertan obliged on Tuesday morning. This I look upon as an achievement—something like getting your name in the paper through being hit by a street car. The whole convention was dismayed by the sudden and wholly unexpected pronouncement to abbreviate the training period of future teachers. On the one hand, public men everywhere are apparently agreed that the chief hope of a distraught world lies in education; and on the other, our chief Provincial Administrative body informs us that we can do the job with a teaching personnel backed by a two or even a one-year training period. Truly, to the ordinary teaching Joe, it is most "confoozing."

THE question of pensions occupied a goodly period, with various delegates expressing themselves as being far from satisfied with the present situation. Two resolutions were finally adopted: one to seek a change in the Act to raise the teacher-contribution to 5%, and a second urging the Central Executive to press the Government to implement the suggested Pensions scheme first brought forward in 1944.

THE proposed Provincial Salary Schedule received some attention. The matter has been in the air for some time and the Minister has gone so far as to undertake to provide an impartial chairman for a proposed committee of representatives of the A.T.A. and the A.S.T.A. which would draft a schedule. Some skepticism was evidenced on the part of certain delegates, however, and the question was finally referred to the Central Executive for further study.

—W. A. R.

The A.T.A. Magazine

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The Substitute Teacher

By One of Them

DURING THE past few years, many who had left the teaching profession five, ten, fifteen, or even twenty years ago, have found themselves back in the classroom. These substitute teachers have discovered that the Course of Studies has improved; methods have improved; but—children are still children.

The present output may be modernized and vitaminized but, as far as mischief is concerned, their basic training is as normal as that of their parents and grandparents.

However, while always ready to try out their tricks on a substitute teacher, they will meet one half-way in explaining the regular routine of the class work.

Any teacher at any time may need a substitute, and there are certain things which can be done to prepare for such an eventuality. One is to leave a list of the pupils' names arranged in the manner, or order, in which they are seated. A slip with this information in the Register is very helpful. A few name mix-ups can set off an epidemic of giggles and get the substitute off to a poor start. In a large class it takes at least a week to learn what names belong to whom.

A time-table quickly available is a boom. One posted in a conspicuous place is best. While another invaluable aid is a Work Book, showing

what has been accomplished and what is planned. A copy of each text-book on the desk, and lesson aids in a handy drawer, ease the task of the substitute teacher.

The most difficult teacher to follow is the one who has been with that particular grade for a number of years, and has the work "all in her head." Here there is no timetable, no work book, no lesson aids, no help at all.

The substitute teacher, too, has certain obligations. She should be prepared to co-operate with other members of the staff, follow regular routine and not cause confusion, maintain discipline and not let her class "get out of hand." When she is finished she should leave the classroom in an orderly condition and outline for the teacher what work has been covered.

It is a pity that too often these willing "pinch hitters" are not given more warning, but are informed at eight or after that they will be needed at nine o'clock.

Those ex-teachers whose families are grown up will find it a refreshing experience to again be with primary pupils; intermediate pupils are very interesting and high-school students keep one mentally alert.

One should not hesitate to agree to do a bit of substitute teaching: it's a pleasure.

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The President's Annual Report

Delivered to the Annual General Meeting, 1946

THE YEAR HAS not been without a number of significant developments. Since our last A.G.M. both the war in Europe and that in Asia have been successfully concluded, and though the world is still disturbed by international conflicts, labor troubles and economic difficulties, we are all hopeful that the new era for which we have been waiting is in the offing. Let us not become pessimistic nor impatient, for we must remember that true progress is tedious and difficult, and will require of all of us the best we have to give. Education must be prepared to take its place in the new order of things. Its importance to world affairs has been recognized by the formation of UNESCO, and it behooves every educational organization from UNESCO down to the national and provincial associations to be alert to developments and to be prepared to make its voice heard. To this end our Association must go forward as a strong and united group. We must strive to improve educational opportunities and methods in our own Province first of all. Each teacher must recognize his or her own responsibility to the students, for ignorance and prejudice are the prime enemies of progress. Through our Association and the Canadian Teachers' Federation we can make our influence felt to a far greater degree than many of us realize. I would call for increased interest in Association affairs and educational matters in general on the part of every member of the A.T.A.

There has been a noticeable increase of popular interest in the welfare of schools and of teachers throughout the nation. Although of-

ficial action lags, the pressure of public opinion is making itself felt, and this is one of the hopeful signs of the day. Some of the provincial governments have done much more than Alberta by way of financial aid to schools. Saskatchewan, Manitoba, and Ontario have all moved towards assuming not less than 50% of the cost of education, and British Columbia promises to go even further. The Federal Government has conspicuously failed to assume any responsibility in the field of educational finance in spite of the crying need for action in this direction. In our own Province, a most significant event occurred when on January 22 of this year a conference representing fifteen Provincial organizations met in Edmonton to consider the plight of education in Alberta. The conference was sponsored jointly by the A.T.A. and the A.S.T.A., and a Brief was compiled by these organizations which was discussed and adopted. This Brief, ALBERTA AS EDUCATOR, was presented to the Provincial Cabinet the following day by a delegation from the conference, and a resolution was also presented calling on the Provincial Government to assume 50% of the cost of education in the Province. No promise of any such action was obtained from the Cabinet Ministers present, but the conference and the meeting with the Ministers have done much to bring the matter to public attention, and much valuable publicity has resulted. Printed copies of the Brief have been distributed, and deserve careful study by all who are interested in the welfare of education.

During the year a real threat to teacher security developed from the action of the Trustees' Association

in attacking the Board of Reference and the continuous contract. The trustees called for legislation that would abolish both of these, using as an argument the fallacy that at the present time it is impossible to dismiss a teacher, and called for equal rights for Boards in the matter of termination of contracts. Your Executive were able to avert the danger of legislative changes in these matters by conferences with the Trustees and the Minister of Education. Even then an amendment was proposed for insertion in The School Act which would give School Boards the legal right to dismiss a teacher in order to replace one teacher by another in case the latter "possessed higher qualifications or a superior professional record." Again your Executive made representation through a delegation to the Minister protesting such a provision in the Act. Thanks to opposition of members in the Legislature the objectionable clause was deleted. There has, therefore, been no change in legislation affecting teacher contracts or the Board of Reference. Nevertheless, it is obviously necessary for your Executive to exercise constant vigilance against the attacks of those who would try to retard or reverse the wheels of progress.

As you are all too well aware, the scarcity of properly trained teachers is still a major problem. We are happy to welcome back into the profession numbers of men and women who served in the Armed Forces of Canada. It is regrettable that so many more who might have returned to teaching have chosen to work in, or train for, other vocations. The economic status of the teaching profession does not attract them any more. As a result, we are losing hundreds of men and women whose experience during the war years would have been invaluable to edu-

cation. The whole problem of teacher shortage is overwhelmingly economic, and not until governments and school boards realize this, and provide better salaries and better teaching facilities, will the difficulty be on the way towards solution.

In January of this year the pension payment for retired teachers was raised from \$30 a month to \$35. While every increase is appreciated, we cannot rest here while a maximum pension allowance as inadequate as this is being paid. Hopes for implementing the recommendations of the Annual General Meetings of the last two years for an improved Pension Act have not been bright. While I recommend that this scheme or some modification of it should be pressed, I believe that we must strive, first of all, for increases in the allowance under the present Act.

I would also recommend that the A.T.A. urge the Provincial Government to appoint a commission to formulate a Provincial Salary Schedule, and that the A.T.A. co-operate in such a project. Such a study, I believe, has been under consideration, and the A.S.T.A. would favor a move in this direction. We should continue to press for a minimum salary of at least \$1,200 (the C.T.F. recommended \$1,500), and Local negotiating committees should strive to achieve this minimum when bargaining with their school boards for schedules for 1946-47.

The financial reports of the A.T.A. and of the Magazine show substantial balances on the year's operations. However, it should be noted that the favorable balance in the A.T.A. statement is due to operations in the investment market, on which the Association made considerable profit. It does not indicate, for example, that the A.T.A. fees are too high

and should be reduced. Our financial position at the present time is satisfactory, and our trust funds are being built up to a point where, before long, they will provide enough income for the Association to embark to a greater extent than it has done in the past on research, publicity, and other projects. It is my recommendation that the Executive be asked to explore the possibility of increasing the work of the A.T.A. in both research and publicity which will improve the status of teachers and of education in general.

It is with real regret that I report the impending retirement of Mr. Barnett, who has been the General Secretary-Treasurer of the A.T.A. since it began as the Alberta Teachers' Alliance just after the first World War. Mr. Barnett's duties will end on August 31, 1946. I am pleased to report that our financial position has made it possible for the Executive to provide for Mr. Barnett a reasonable—though in my opinion not too generous—retirement allowance. Mr. Barnett has been retained as Honorary Secretary of the Association for a period of one year following his retirement, and has agreed to advise and assist his successor if necessary during that time as occasion demands. Mr. Barnett's work for the Association and its members throughout the years has been invaluable. A mere expression of thanks and appreciation to Mr. and Mrs. Barnett at this time seems altogether inadequate, but nevertheless it is most sincere. As already announced, Mr. Barnett will be succeeded as General Secretary-Treasurer by Eric C. Ansley, of Medicine Hat. He will assume office on September 1.

The retirement of the Deputy Minister of Education, Dr. McNally, is also noted with regret. I had the privilege of representing the Association recently at a banquet held in his

honor, and of expressing to him the best wishes of the teachers and their appreciation of his work. We owe Dr. McNally a deep debt of gratitude for his contributions to education in this Province over the last forty years.

I am pleased to report that the Minister of Education has recognized the right of the A.T.A. to be represented on boards and committees dealing with educational matters. During the year I have represented the A.T.A. on two committees of the Department: the General Curriculum Committee; and the Board of Teacher Education and Certification. Mr. Barnett and J. W. Burke also represented the Association on the latter committee. This Board consists of representatives of the Department, the University, and the A.T.A., and it makes recommendations to the Minister on all matters pertaining to teacher-training and issuing of certificates to teachers. Other Departmental committees on which we are represented are as follows: Committee on Curriculum, Elementary Section—E. C. Ansley, Medicine Hat; Intermediate Section—Murray MacDonald, Edmonton; High School Section—R. L. Whitney, Red Deer; The University Senate—J. W. Barnett; The High School Entrance Examinations Board—Murray MacDonald; The University Matriculation and High School Examinations Board—R. V. Clark. Mr. Barnett has also served on the General Curriculum Committee as the representative of The Adult Education Association. The General Secretary, The Vice-President, Dr. Smith, and your President attended the Conference of the Canadian Teachers' Federation at Vancouver in August of 1945 as your representatives. During the year there have been five regular meetings of the Executive Council and one special meeting.

I am also pleased to report that during the year some of our members have earned special recognition. In Edmonton, Harry D. Ainlay, well known to many of us, and a Past President of our A.T.A., was elected Mayor at the last civic elections. In Calgary, Mr. P. N. R. Morrison was elected as Alderman for that city.

Promotions have come to a number of former teachers who are now in the Department. Dr. Swift has assumed the office of Deputy Minister of Education; Major W. E. Frame has succeeded to the position of Chief Superintendent of Schools; and Lieut.-Col. H. E. Balfour has been made Director of Administration; Mr. H. T. Sparby, recently on the staff of High School Inspectors, has been promoted to the position of Associate Director of Curriculum; Mr. M. L. Watts, of Calgary was made Director of Curriculum; and Mr. A. B. Evenson was appointed High School Inspector. Mr. B. E. Walker, formerly of the Examinations Branch, has been chosen to succeed Mr. R. V. Bellamy, who has retired from the office of Registrar of the Department of Education. To all of these former teachers and A.T.A. workers we have extended congratulations on behalf of the Association.

Another outstanding educator was lost to the Province during the year when Dr. H. C. Newland, former Supervisor of Schools in our Department, and a Past President of our Association and of the C.T.F., resigned and moved to Saskatchewan where he is now Director of Research for the Department of Education of that Province. We extend to him our hearty congratulations and the wish that he be spared for many years to continue his labors for education and the child.

This year we have been saddened by the passing of several of our

members, some of them widely known in our professional circles. The sympathy of the members of this Association has been extended to their families and friends. Among these appear the names of the following: Harry C. Clark, M.A., B.Ed., Miss Isabella McDonald, P. J. Le Clair and Miss Lillian Berry, all of Edmonton; James A. Davidson and Mrs. Annie I. McLeod, late of Lethbridge; Cornelius Garvey, late of Veteran; Mrs. Lettie E. Young, late of Sedgewick; Mrs. Nellie Aylesworth, late of Red Deer, and Miss Jean Sangster, late of Calgary. The passing of Mr. G. F. Manning, Director of the Calgary Branch of the Faculty of Education, one of the best loved men in the profession, of Dr. W. G. Carpenter, late Director of Technical Education for the Province, and of Mr. J. H. McLean, M.A., Superintendent of Schools at Holden, came to us as great shocks.

I wish to thank all who have worked in the interests of the Association during the year. It is impossible to know them all, but I would mention a few: members of the Provincial Executive who have all given unsparingly of their time and labors to their work, and to executive meetings; Mr. Barnett and the office staff; members of the various committees of the Association; Local Councillors, and officers of Locals and Sub-locals. I expect to see the Councillors becoming a more significant factor in the A.T.A. organization as time passes. It will be their duty to make certain that the membership in their respective areas are well informed as to the proceedings and decisions of this A.G.M. and of the activities of the Executive.

All of which is respectfully submitted,

H. C. MELSNESS, President.

The A.T.A. Magazine

Report of the General Secretary . . .

Delivered to the Annual General Meeting, 1946

While preparing this twenty-ninth General-Secretary's Annual Report, his last as General Secretary of the Association, thoughts naturally revert to his third Annual Report at the Annual Meeting at Calgary at Easter, 1920, at which meeting it was decided to appoint a full-time General Secretary. In some respects, circumstances prevailing then prevail today.

The First World War had closed about a year and a half previously: the Second World War closed in Europe almost a year ago. Teacher veterans then, as now, were arriving back from overseas, many of them indisposed to re-enter the teaching profession because of poor economic return. The teaching staff of the Province had been watered with sparsely trained teachers, and past teachers had been impressed into the work in order to relieve in some degree the scarcity of classroom teachers and prevent more schools from remaining closed. The cost of living 26 years ago was spiralling upwards and industry and business offered better remunerative conditions than teaching, the final result being, naturally, that the public became educationally conscious and were demanding more money for education; and, likewise, as a matter of self-protection, teachers were campaigning for a more equitable allocation of this world's goods to them. Quoting from the General Secretary's Annual Report of 1920:

"Conscientious and earnest though the teaching body as a whole may be, they have concluded that they cannot even lay themselves on the altar of educational sacrifice in return for that conscious 'peace, that goodness bosoms ever.'

"The experience of all organized bodies has been that those who pay the piper never become enthusiastic in paying more, and teachers must be prepared to meet with opposition—perhaps from unexpected quarters. Therefore, if our aims are to be achieved, we must put aside timidity and doubt and dispense with official paternalism, 'ever loyal and ever true to the task we have to do,' realizing what is to be accomplished can only be done as a result of faith in ourselves working through organization. We are at present in a peculiarly advantageous position for obtaining what we seek—perhaps never again will the outlook be so propitious or more alluring. If we only have faith and step together the walls of Jericho will fall."

In 1920, the A.T.A. compiled the first of its Provincial salary schedules, intended to serve as a basis of negotiation between school boards and teachers. Today, in the immediate offing we have a Provincial Salary Committee, appointed by the Lieutenant - Governor - in - Council. Twenty-six years ago, the A.T.A. were in the throes of a bitter conflict with the trustees and the Department of Education over the matter of security of tenure for teachers. The trustees at that time virulently opposed any form of self-renewing contract; also, any facilities for providing teachers with any statutory right to appeal in case of unjust dismissal—for example, the Board of Reference. Also, teachers were demanding the right to representation at school board meetings and on all committees, whether Departmental or otherwise, dealing with courses of studies, certification, training of teachers, and all other matters

intimately affecting the welfare of teachers.

As one reviews the scene today, one cannot but realize just how far the A.T.A. has advanced in a quarter of a century.

A self-renewing contract of engagement is an established fact, as is also the Board of Reference, much to the chagrin of a proportion of local trustees (though we hold with gratitude the conviction that it is but a small proportion) who still hark back to the good old days, seemingly desirous of being freed from the shackles of justice and fair play in the matter of disposing of their teacher-employees, and of reverting to the outmoded, antediluvian teacher term-engagement system. However, one is happy to state with gratitude that the Department of Education now takes no partisan attitude with the Trustees in this regard, and the Legislature itself, by its action during the last session, frowned on a proposed amendment calculated by the Association to serve as a directive to the Board of Reference with respect to "replacement of one teacher by another" if the replacing teacher happens to hold a higher qualification, etc.

Continuous Contract and Board of Reference

In January last, the Minister called a conference of trustees and teachers over the matter of the Board of Reference. The representatives of the A.T.A. listened to the usual arguments of the Trustees' Association in their endeavor to establish that it was difficult for a School Board to dispense with the services of any teacher on their staff unless and until it could be established without any shadow of doubt that the teacher was guilty of gross inefficiency or misconduct. The main point was that the Board of

Reference would not confirm the action of a Board in terminating a teacher's engagement unless things were obviously pretty bad. The A.T.A. representatives countered the arguments of the Trustees by confronting them with the decisions of the Board of Reference since its establishment. Cases were quoted where the Board of Reference had confirmed the action of the School Board in disposing of the services of a teacher where, although there was no question whatsoever of either misconduct or gross incompetence, it was the opinion that the particular school required more than a teacher "just getting by." In fact, the A.T.A. representatives invited the trustees again and again to cite cases justifying their arguments, or to refute our arguments by quoting actual decisions of the Board. It was contended by Association representatives that the idea which had gained ground amongst the Trustees that the Board commonly reinstated inefficient or poorly qualified teachers was solely a result of trustee publicity and not consistent with the facts. It was pointed out by the Association representatives that trustee boards under the Act had equal right to appeal against a teacher giving notice to a school board, and that if the trustees refrained from availing themselves of their legal right in this regard it certainly was not the fault of the A.T.A. or the teachers. The A.T.A. representatives suggested that the onus was on the trustees to establish that trustees and teachers had not the same rights or were not subjected to similar restrictions against irresponsible terminations, and that unless and until they had established a case based on facts it would not be proper to change the legislation merely because trustee boards were not fully informed with respect to these matters and acted on hearsay or inaccurate statements.

The trustees finally admitted, as a matter of fact, that school boards were reluctant to appeal against the teachers or to appeal before the Board of Reference to establish that they were acting as reasonable persons in discharge of their duties; to which the A.T.A. representatives responded: "Surely, you wouldn't suggest legislation by reason of reluctance." It seemed to us that it was equivalent to suggesting that, say, theft should be eliminated from the criminal code as a crime merely because many persons are reluctant to invoke the aid of the police and the courts when they have been robbed.

It is appropriate, therefore, that in this regard we should constantly heed Curran's famous dictum: "It is the common fate of the indolent to see their rights become a prey to the active. The condition upon which God hath given liberty to man is eternal vigilance; which condition if he breaks, servitude is at once the consequence of his crime and the punishment of his guilt."

Pay of Teachers

As a result of a request of the teachers a significant change was made in Section 173 of The School Act. The reason for this was that much injustice arose last year, due to the fact that the actual number of teaching days from September 10, 1945, to July 6, 1946, amounted to 185. Roughly what happened was this: A teacher who taught 185 days received the full year's salary; but if he taught only 184 days, having missed one day, he could claim but 184/200 of the year's salary. In other words, for losing one day's teaching, the teacher lost 16 days' pay. (N.B.—Except, of course, for a minor adjustment resulting from the fact that during a part of the last teaching year a teacher was intitled to 1/190 of a year's salary for each teaching day.)

It was proposed that the Act should be amended so that the reverse procedure would be followed in future: that the teacher who had taught less than a year would lose but 1/200 of the annual salary for each teaching day missed.

Publicity

Mr. A. J. H. Powell, who with Dr. Kenneth Argue served as publicity representatives of the A.T.A. during the past year, will deliver a report on Publicity.

A.T.A. and A.S.T.A.

While the A.T.A. and the A.S.T.A. are bitterly opposed on the matter of contracts of engagements and the Board of Reference, it must be admitted that these organizations, particularly through their Executives, are getting closer and closer together and co-operating in a general way in the interests of education and the child. In fact, it would be safe to say each is seeing and appreciating more and more the other's point of view. This is surely evidenced by the joint conference, called by the two bodies in January last, of all organizations of Province-wide membership interested in education to deal with the matter of financing education. This conference has been described as one which may well go on the records as a milestone in the educational progress of Alberta. On that occasion no fewer than fifteen organizations of Province-wide scope and influence met together to consider the plight of education, and to formulate proposals for arresting the alarming decline of school service in our less favored areas.

The conference adopted a Brief prepared by the two Associations, and followed up next day with a delegation to the Government, asking that the Province of Alberta contribute 50% of the total cost of educa-

tion in the Province. Of course, the delegation didn't achieve its objective, but it is less than reasonable to suggest that neither the conference nor the delegation were other than effective. Possibly it had a little to do with the increase in the appropriation for school grants from \$3,117,620 last year to \$3,700,000 this year, an increase of \$582,380. Very fulsome publicity was devoted to the conference by the press of the Province, and it even "made" Time Magazine; and it is very reasonable to suppose that the result of the conference and the material embodied in the Brief will "snowball" publicity as time passes. We have not yet reached the 50-50 basis: Government-School Board financial partnership. However, the signs seem to point in that direction in the not too distant future; provided, of course, that the A.T.A., the A.S.T.A. and the other thirteen Provincial organizations follow up and remain constant in aggressive publicity work, educating the people of this Province on the needs and demands of the education of the boys and girls of Alberta.

Dr. Argue and Mr. A. J. H. Powell, who did so much for the A.T.A. in preparing the brief, are due to receive the heart-felt thanks of this Annual General Meeting.

The Teacher Supply Situation

The following return of the Minister of Education, laid on the table of the Legislature in response to questions, speaks for itself: no comments are necessary.

"How many persons other than holders of ordinary certificates of qualification (1st, 2nd, Elementary and Intermediate, High School) are in charge of class rooms in this province as:

- (a) Correspondence supervisors?
- A. 275 Correspondence Supervisors as at December 31st.
- (b) Holders of War Emergency Certificates?
- A. 417 War Emergency Certificates were issued in 1945. It can be assumed that all the holders are now in charge of schools.

(c) Holders of Letters of Authority?

- A. 169 Letters of Authority for the school year 1945-46 have been issued. Most of the holders have certificates from other provinces.

(d) Holders of Revived Certificates?

- A. Holders of Revived Certificates are not listed separately. Revived certificates are those which had expired owing to non-completion of academic or normal school requirements. The number is very small, and the revival temporary. On the other hand, there are many teachers in charge of schools whose certificates were said to have lapsed because they had been out of the profession for five years or more."

February 22, 1946.

The Salary Situation

The awards of Arbitration Boards and recent adjustments of schedules made between boards and bargaining agents acting under the Industrial Conciliation and Arbitration Act are encouraging. Three cases went to arbitration during the year: Ponoka, Bashaw and Drumheller. Reports of the findings have appeared in *The A.T.A. Magazine*. They evidence some loosening of the purse strings on the part of school trustees; and also that without exception the Conciliation Commissioners or Boards of Arbitration (unprejudiced umpires) make more generous awards than teachers often are able to obtain by direct dealings with some school boards. Recent salary schedules maintain the upward tendency of the last few years, and several revised Divisional Schedule agreements have come through providing for a basic minimum of \$1,150.

There can be no question, however, that despite the favorable salary trend, the pay of teachers will have to be drastically increased if the supply of entrants to the teacher-training institutions is to cope with the demand, and if poorly qualified and partially trained teachers are to disappear from the field of education in this Province. A recent article in the *Vancouver Sun* reads in part as follows:

"Alberta today leads all provinces in per capita weekly wages. Average indus-

The A.T.A. Magazine

The Canadian Teachers' Federation invites applications for the position of SECRETARY-TREASURER

The next conference of the Canadian Teachers' Federation is to be held during the month of August. One of the important items of business for discussion is the appointment of a full-time secretary-treasurer and the location of the head office of the Federation.

It is possible that the appointment of a full-time secretary-treasurer may have to be delayed; but it is probable that the appointment will be made.

The Executive are most anxious that the most suitable person in the teaching profession in Canada may be induced to accept the position. Suitable remuneration will be arranged. Any member of any Provincial Organization, affiliated with the Canadian Teachers' Federation, is eligible for appointment to the office; and anyone interested in the position should make application, stating all qualifications that would be pertinent to the position.

Applications should be mailed so as to reach the undersigned not later than July 15, 1946.

O. V. B. MILLER,
President.

**240 University Avenue,
Fredericton, N. B.**

trial pay envelopes in Alberta contain \$32.34, with British Columbia only a small fraction lower at \$32.17. Ontario is \$29.98, which is practically the national average.

"Among Canadian cities, Windsor, Ontario, has the highest average at \$34.17. Vancouver is down to \$30.46 and manufacturing employment in this city is about 30 percent below the war boom peak of January, 1944."

Recently, we did a little statistizing in the matter of teachers' salaries paid during the current year, which reveals the following:

Salaries

School Divisions (55)

	Annual	Weekly
Average salary	1341.44	25.73
Median salary	1250	23.98

(These figures cover 3,201 teachers, and, of course, do not include the salaries of teachers in the towns and cities of the Province.)

Larger Districts (55)

(Excluding Lethbridge, Medicine Hat, Edmonton and Calgary)

	Annual	Weekly
Average salary	1581	30.32
Median salary	1500	28.76

Comparison of Average Teachers' Salaries in Alberta with Average Industrial Pay of an Alberta Worker

	Weekly	Dollars	Percent- age
Industrial pay	32.34	125.69	
Teachers Salaries— in Divisions	25.73	100.	
Industrial pay	32.34	106.66	
Teachers Salaries— Towns, Villages, etc. (Other than 4 large cities)	30.32	100	

And so, a Province that can afford to spend not far from \$30,000,000 on intoxicating liquors pays the teachers on the average far less than the average salary paid to workers in industry. One inclined to cynicism might be tempted to suggest that

the comparative economic position of the teacher is a reflex of the significance given to the economic balance of expenditures as between education and Bacchas—First things, first.

While on the matter of statistics on teachers' salaries, if one chooses haphazardly a dozen Divisions, rich and poor, throughout the Province, one is confronted with the fact that the salary of the teacher bears little relationship to the average assessment per room throughout the Divisions; for example:

Divisions	Average Salary	Median Salary
Red Deer (a comparatively wealthy Division)	1164.54	1100
Lac La Biche (very poor from the stand- point of assessment)	1415.95	1350

The public seem to have little appreciation of the economic position of the teacher. As an example, the General Secretary was recently negotiating a schedule of salaries, and it was proposed that a certain high-school teacher should receive \$1800 a year, to which proposal a member of the Board countered: "You know what my daughter got for the same position in this school in 1936?—\$1200!" The teachers' representative happened to have with him the latest copy of the Labor Gazette giving cost-of-living index figures. Also, he had knowledge of the income-tax deductions for a single unmarried person without dependents, and the amount deductible for the teachers' retirement fund, A.T.A. fees, etc., in 1936 and in 1945. Therefore, after making a few computations, he replied to the member of the Board with the statement: "Having regard to the purchasing power of a dollar today, and to the deductions for income tax, pension,

etc., your daughter with \$1200 in 1936 was much better off than this teacher today with \$1800. The take-home purchasing power of a teacher today receiving \$1800 is exactly \$1082.98, compared with that of \$1192 (\$1200—A.T.A. fees \$8.00) which your daughter received in 1936. Furthermore, the \$1082.98 of purchasing power today ignores many items not covered in the cost-of-living computations e.g., higher railroad fares for vacation, and other items of essential expenditure by a teacher."

Edmonton Public School Schedule

The Edmonton teachers are to be very heartily congratulated on the schedule briefly outlined below which has been negotiated recently, the first of what might be called "single" salary schedules to be made effective in any city school district of Canada.

(N.B. Although informally agreed upon at time of writing the schedule has not been ratified formally in Board meeting.)

Edmonton Schedule

	Holding Teaching Certi- ficate only	With years of training in addition to training certificate.				
		1 year	2 years	3 years	4 years	5 years
Schedule Minimum, January 1, 1946	1400	1475	1550	1625	1700	1775
Actual Minimum, January 1, 1946						
(a) Without Depend- ents	1475	1550	1625	1700	1775	1850
(b) With Dependents	1550	1625	1700	1775	1850	1925
Schedule Minimum, January 1, 1947	1500	1600	1700	1800	1900	2000
Actual Minimum, January 1, 1947						
(a) Without Depend- ents	1575	1675	1775	1875	1975	2075
(b) With Dependents	1650	1750	1850	1950	2050	2150
Schedule Maximum, January 1, 1946	2600	2800	3000	3200	3400	3600
Actual Maximum, January 1, 1946						
(a) Without Depend- ents	2650	2850	3050	3250	3450	3650
(b) With Dependents	2700	2900	3100	3300	3500	3700

Annual Increment \$100. Additional Training Above Teaching Certificate: \$100 per year of training.

Correspondence School Branch

One of the developments of the Alberta system during recent years has been the extension of the Correspondence Branch of the Department of Education, and it is only fair to the efficient and loyal staff of that

Department that any criticism offered of "Education by Way of Correspondence" shall not be construed as any reflection on their efficient labors. It must be said, however, that it was our understanding when the Correspondence School Branch was

established that it would take care of the needs only of the pupils in the outlying areas of the Province where either no school building existed at all or the facilities were such as to otherwise render it impossible for a student to take any or all subjects of certain departments—e.g., high-school. We feel safe in stating that the wise planning of those responsible for the institution of the Correspondence School Branch did not envisage that this Department should serve as a shock-absorber to the problem of a scarcity of teachers, occasioned largely by low remuneration. In other words, it was never intended to substitute education by the mailbox for the school house, no matter how little or how red the school house might be. There can be no satisfactory substitute for the personal touch of the classroom teacher, no matter how competent the work of a Correspondence School staff may be. Therefore one may be pardoned for quoting the remarks of a well-known Alberta educator: "Tuition by Correspondence cannot be other than the most inefficient as well as most expensive type of education, no matter how successfully a proportion of Correspondence School students may tackle questions on the examination paper."

Faculty of Education

The new integrated system of teacher-training by and through the Faculty of Education seems to be well under way. However, apparently, the idea of using the Faculty of Education at Calgary for other than the Junior Faculty of Education courses seems to be hampered for some reason or other.

Pensions

Reference to pensions has been made in the President's report, and a comprehensive report is to be laid

before you by the Board of Administrators of the Teachers' Retirement Fund. This pensions business is not, to say the least, "rosy," and as an illustration of the unsatisfactory nature of the present Alberta scheme, we make comparison with another Teachers' Provincial Scheme recently enacted. The statistics given below show what the present Alberta pensioners would be receiving if instead of being under benefit in Alberta they were pensioners in Saskatchewan. Similar comparisons might be made with other recent provincially enacted pension schemes throughout Canada.

Alberta Pensioners

Government share of present pensions, \$27,355.68 (per annum).

Government share of pensions for 11 former pensioners now teaching (pensions suspended at present) \$2,242.80 (per annum).

Total \$29,598.48.

If Saskatchewan Pensioners

Amount of service pension payable by Government if Saskatchewan scale were adopted, having regard to number of years of service and age at retirement date:

Present pensioners \$76,497.21 (per annum).

11 suspended pensions 7,390.00 (per annum).

Total\$83,887.21

Differences:

76,497.21	83,887.21
27,355.68	29,598.48

\$49,141.53	\$54,288.73
-------------	-------------

(present pensioners only)

(including suspended pensions)

Note: The above includes disability and partial pensions, the service pension being computed with regard to age and years of service at date of retirement, as in the case of straight pensions.

Administration by Locals

There are signs that Locals throughout the Province are recuper-

ating from the disabilities occasioned by gasoline rationing and tire restrictions, and we are justified in looking forward to a revival of rallies, general meetings of our Locals, and frequent and effective meetings of Sub-locals.

The Constitution

The Constitutional amendments creating Local Councillors, or delegates, to the Annual Meeting has justified itself—even with just one part-year's operation. However, the Councillors have not yet got into their full stride, though they promise to serve very effectively as connecting links between the Annual General Meeting and Provincial Executive and a General Membership. The odd Local does not seem yet to appreciate the significance of the office of Councillor, as may be evidenced by the period of months which elapsed after the fall conventions (when Councillors are elected) before Head Office could compile the Provincial list of Councillors. It is imperative that immediately after election of a Councillor the Secretary of the Local should notify Head Office; otherwise, obviously essential material which should be in their hands and available to the membership at Local and Sub-Local meetings is missed. It is suggested that each and every Councillor should make a strong point of notifying Head Office of any change of location or post office address.

It is hoped by one retiring as General Secretary that no resentment will be felt at a frank expression of opinion from him regarding Constitutional amendments. As year succeeds year, the time may arrive when changes in the Constitution are imperative. Nevertheless the membership is earnestly importuned to bear in mind that broader powers are given to the membership of the

A.T.A. by The Teaching Profession Act than can be found anywhere else. Without exception, in all cases other than in The Teaching Profession Act of Alberta, the By-laws created under the statute may not be altered or amended except with the approval of the Lieutenant-Governor-in-Council. In Alberta, however, except for the By-laws Relating to Discipline, the teaching body of this Province has the unrestricted power under the Act to amend its own By-laws. Which of course challenges our responsibilities. For this reason at the Annual General Meeting of 1936, the first after automatic membership became an established fact, the original By-laws rightly, and very sanely, provided that extreme carelessness and rigid procedures be followed in amending our Constitution. Constitutional changes should not be embarked upon without exercise of extreme caution; otherwise, the teaching body runs serious danger of finding itself working under an unstable constitution with constant irritation prevailing. In such case, respect for the organization on the part of the Government and of laymen would decline. There are sufficient significant, essential tasks immediately confronting the A.T.A. today—and always will be—worthy of demanding every ounce of energy and strength of the body corporate, energy and strength which, if dissipated in fruitless and unnecessary debate or bitter conflict over procedures, would encroach on irresponsibility. Or again it might develop into internecine, the most exhaustive and deadly of all warfare.

Taking Stock

Let us revert to our position in the early twenties; let us take stock of what has been accomplished in part or in whole and what remains to be done.

A.T.A. Platform, 1921

Official recognition of The Alberta Teachers' Alliance as the organization representing the teaching profession of the Province.

- (a) By the Government.
- (b) By School Boards.

A Provincial salary schedule based on the \$1200 minimum—with annual increments and a proper placing on the schedule according to experience.

A form of teachers' agreement which will provide for greater permanency and security of tenure and afford ample protection for efficient teachers.

Fulllest possible co-operation between the A.T.A. and

- (a) The Department of Education,
- (b) School Boards,
- (c) All other organizations interested in education.

The right of the A.T.A. to representation at all boards of inquiry having under consideration the efficiency or conduct of a teacher.

Promotion on a basis of successful service and seniority.

A pension scheme for teachers.

Increased government grants.

Equality of educational opportunity: free adult education. Extension of High School and University privileges to Rural Districts.

Blanket educational tax spread over the Province.

Provision for special instruction of talented children.

Province-wide medical and dental inspection of schools.

Elimination of juvenile labor.

Freer use of the elective system in framing school curricula.

A tightening of the truancy law and release of the teacher from the duty of informing.

Higher professional training for teachers.

Let Us Not Forget:

"Twenty-nine years ago, under stress of war-time exploitation, the Alberta Teachers' Alliance was established and dedicated to the three-fold consideration: that Education is a valuable public service, the key to material progress and the guardian of civilization; that men and women who render this service earn all the rights and dignities of citizenship; and that those rights and dignities may properly be upheld in Alberta by the united strength and mutual loyalty of all the teachers.

In the intervening years the Alliance has kept its course by the twin stars of Justice and Freedom. It has fought ignorance, reaction and petty

tyranny wherever these stood in the way, sometimes in the Legislative Chamber, many times in the remote schoolhouse. It has trained some notable leaders, and followed them with courage and faith. Briefly, it has been a part of the stormy and virile youth of our Western land. Today, the A.T.A. is by statute the Alberta Teachers' Association, the professional body of all those who are charged by the State with the duty of training up boys and girls into the good life.

"This our coming-of-age is 'an arch wherethrough gleams the untruddden world.' Through it, we may foresee a march of human events swifter and more dramatic than ever before. Freedom, Democracy and Humanity—values which mankind has held to be the essence of civilization, are going to be assailed and, too often, destroyed. The untruddden world before us will be a battlefield; we may as well face that. Upon it we shall fight for better teacher-training and finer teacher-ethics, for greater security, and for economic rewards appropriate to skilled work of high social importance.

"But above all the professional amenities we may win or aspire to, we must guard the spiritual heritage of the Western culture—the individual right and will to go forth on new adventures, whether these be into new lands, into new fields of the mind, or into new political concepts. The right and the will to adventure are the very kernel of freedom, of which our boys and girls must not be deprived, so long as this Association lives."

All of which is respectfully submitted,

J. W. BARNETT,
General Secretary.

The A.T.A. Magazine

The Most Beautiful Will Ever Written

Contributed by Oliver McKee, C.A., Edmonton

IN THE POCKET of an old, ragged coat belonging to one of the insane patients of the Chicago poorhouse there was found, after the patient's death a will.

The man had been a lawyer, and the will was written in a firm, clear hand on a few scraps of paper. So unusual was it that it was sent to a lawyer; and he read it before the Chicago Bar Association, and a resolution was passed ordering it probated. And now it is on the records of Cook County, Ill.

The will reads as follows:

I, Charles Lounsberry, being of sound and disposing mind and memory, do hereby make and publish this my last will and testament, in order, as justly as may be, to distribute my interests in the world among succeeding men.

That part of my interests which is known in law and recognized in the sheep-bound volumes as my property, being inconsiderable and of none account, I make no disposition of in this will. My right to live, being but a life estate, is not at my disposal, but these things excepted, all else in the world I now proceed to devise and bequeath.

Item; I give to my fathers and mothers, in trust for their children, all good little words of praise and encouragement, and all quaint pet names and endearments; and I charge said parents to use them justly, but generously, as the needs of their children shall require.

Item; I leave to children inclusive-ly, but only for the term of their

childhood, all and every of the flowers of the fields and the blossoms of the woods, with the right to play among them freely according to the customs of the children, warning them at the same time against thistles and thorns. And I devise to children the banks of the brooks and the golden sands beneath the waters thereof, and the odours of the willows that dip therein, and the white clouds that float high over the giant trees.

And I leave to the children the long, long days to be merry in, in a thousand ways, and the night and the train of Milky Way to wonder at, but subject, nevertheless, to the right hereinafter given to lovers.

Item; I devise the boys jointly, all the useful, idle fields and commons where ball may be played, all pleasant waters where one may swim, all snowclad hills where one may coast, and all streams and ponds where one may fish, or where, when grim winter comes, one may skate, to hold the same for the period of their boyhood. And all meadows, with the clover blossoms and butterflies thereof; the woods with their aperturances; the squirrels and the birds and echoes and strange noises, and all distant places which may be visited, together with the adventures there found. And I give to said boys each his own place at the fireside at night, with all pictures that may be seen in the burning wood, to enjoy without let of hindrance or without any incumbrance or care.

Item; To lovers I devise their imaginary world, with whatever they may need, as the stars of the sky, the

red roses by the wall, the bloom of the hawthorne, the sweet strains of music and aught else they may desire to figure to each other the lastingness and beauty of their love.

Item; To young men, jointly, I devise and bequeath all boisterous, inspiring sports of rivalry, and I give to them the disdain of weakness and undaunted confidence in their own strength. Though they are rude, I leave to them the power to make lasting friendships and of possessing companions, and to them exclusively I

give all merry songs and grave choruses to sing with lusty voices.

Item; And to those who are no longer children or youths or lovers I leave memory and bequeath to them the volumes of the poems of Burns and Shakespeare and of other poets, if there be others, to the end that they may live the old days over again, freely and fully, without tithe or diminution.

Item; To our loved ones with snowy crowns I bequeath the happiness of old age, the love and gratitude of their children, until they fall asleep.

*"A Chiel's amang you, takin' notes,
And faith he'll prent it."*

With the intention of improving the general tone of this and future meetings of the A.G.M. a number of awards were made. Anyone feeling justice has miscarried in the making of these awards may present his case to the Teaching Profession Appeal Board. The prize in each case is the complete remission of income tax for 1946. Each winner must contact Mr. Ilsley himself. He will be sure to co-operate. The list of awards follows:

Best dressed delegate (Male)—
Chas. Peasley, Medicine Hat.

Best dressed delegate (Female)—
Burdene Sterling, Edmonton.

Most startling Necktie—Fred Seymour, Calgary.

Best pair of Jitterbugs at the dance—Alister MacEachern, High Prairie; Mrs. Ted Colbeck, Calgary.

Best Moustache—Art Allen, Red Deer.

Smoothest Speaker—Dr. Sansom, Calgary.

Best Chain Smoker of Cigars—
John W. Barnett, Edmonton.

Best Entertainer of Reporters—
Ed. Wiggins, Didsbury.

R. A. W.

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Sight-Saving Equipment

Third of a Series of Articles by Sight-Saving Committee

FOR MANY YEARS there has been considerable material and equipment used in schoolrooms and homes for "wearing out" children's eyes. This may seem an extravagant statement; nevertheless "worn-out" eyes have been a by-product of education. Fortunately, however, great progress has been made and it is now possible, not only to protect children's eyes while they study, but to make their school life more comfortable, happier and more profitable.

Books

It is considered a good eye exercise for adults to read, for short periods, very small print; but as has been mentioned in a previous article, young eyes should not have to focus closely. Much of the reading material for the elementary and intermediate schools, and some in the high schools, has been in too small type, and too closely printed. Wider spaces contribute greatly to ease in reading, and in many of the beautiful modern books this principle is recognized. Their pages have two and three times as much space as those in the old books. The size of type has been increased considerably also.

However, one of the most important factors has not yet come into common practice. It is the use of cream or soft yellow paper—not only soft in color, but also in quality, to give a dull finish. Compare a copy on white shiny paper with that printed or typed on a deep cream and judge for yourself.

There are special Sight-Saving books published by the Clear Type Publishing Committee, 36 Elston Road, Upper Montclair, N.J. These seem rather expensive in some cases,

but are really very economical when one considers their worth in terms of children's eyes. They are for children with particularly poor vision.

In his book, "Language of Color," Mr. Luckiesh gives the results of an experiment with the legibility of type on various colored backgrounds. The results are as follows:

1. Black on yellow—most legible
2. Green on white
3. Red on white
4. Blue on white
5. White on blue
6. Black on white
7. Yellow on black
8. White on red
9. White on green
10. White on black
11. Red on yellow
12. Green on red
13. Red on green
14. Blue on red—least legible.

Children frequently avoid using dictionaries, encyclopedias and reference books, not only because they cannot understand the explanations and subject-matter, but also because the print is so small they either cannot see it at all or it tires them too much to try to read it.

Book Stands

Book-stands are splendid Sight-Saving devices. Every child should have two, one at school and one at home. However, even without stands children should be taught to keep their books up, not flat on the desk or the table. (The nearer to the perpendicular the better, for the head should always be as nearly erect as possible when reading.) The child can rest his book against a number of other books, if necessary. Also pages are less easily soiled when rests are used, and print is clearer on clean pages.

Radios (Talking Books)

Visual aids are being emphasized more and more, and are excellent. But with radio equipment, for example, which includes the possibility of using the Talking Book and records of any kind, of course, children can develop their sense of hearing—"listening" is probably a better word—and at the same time rest their eyes. Unfortunately much of the usual radio material children hear does not encourage true listening.

Typewriters

Typewriters are comparatively

rare in most classrooms. But all Sight-Saving Classes are provided with large type machines and all the children learn to type. The day is not so far distant when all schools will have at least some typewriters. When the touch system is correctly used, the child can practise spelling, for instance, or prepare any of his written material directly on the typewriter, especially if he has been encouraged to do original and not, entirely, copy work. Thus a great deal of close eye use is eliminated.

The question of "Equipment" will be continued next month.

SUMMER SCHOOL, 1946

ON THE instructional staff of the University Summer School there will be some outstanding guest lecturers.

The School opens on July 3 for a six-week period. Last summer the enrolment topped the 1,400 mark, and the prospects are for an equally large attendance this year.

Four of the visiting lecturers are ladies: Miss Jean Forster from the University of Toronto; Dr. Aileen Dunham of the College of Wooster, Ohio; Dr. Esther Prevey, Director, Family Life Education, Kansas City, Missouri; and Mrs. I. Green, instructor in Clothing and Applied Art at John Oliver High School in Vancouver.

To these names should be added those of four visiting lecturers from southern Alberta. These are Miss B. Mitchell, of Calgary, who will lecture on dramatics; Miss Helen Stadelbauer, lecturing on Art; Miss Louise Riley, of the Calgary Library staff, offering a course on school libraries; and Miss Isabel Landels, of Lethbridge, instructing in French.

Miss Jean Forster is assistant professor of physical education at the

University of Toronto, and is directly responsible for all courses in dancing. She has had training in English, Scotch, and Scandinavian dancing and in Modern Dance has taken courses with Margaret H'Doubler, University of Wisconsin; Mary Wigman, Dresden; Jooss Ballet, Dartington Hall, England; Hanya Holm, New York and at the Dennington Summer School, Vermont. She is offering this summer a course in Modern Dance.

Dr. Aileen Dunham is a graduate of the University of Alberta, has specialized in the field of recent and contemporary history, and will offer a course on International Affairs since 1871.

Dr. Esther Prevey is similarly a graduate of the University of Alberta, and in subsequent work for the doctorate degree specialized in the field of child psychology. She is offering this year a graduate course in child psychology.

Professor R. S. Knox, of University College, University of Toronto, will lecture throughout the summer term on Shakespeare's development as a dramatist.

Dr. E. T. Mitchell, of the Univer-

sity of Texas, will lecture on Ethics and Social Morality. As recent evidence, if such were needed, that philosophers are no longer cloistered and withdrawn from world affairs, Dr. Mitchell's reply to Major-General Chisholm's observations on education, appears in the current issue of McLean's Magazine.

Prof. J. E. L. Graham, who is on the staff of United College, Winnipeg, is offering a course in Political Economy on money and banking.

The Summer School is fortunate also in having Mr. Eugene Davis, of Cleveland, Ohio, returning to take charge of the summer-school work in senior dramatics.

Summer session announcements are available on request to the Director of the Summer School. Since a substantial amount of preliminary study is required, registration will be closed in the very near future.

H. E. Smith,
Director, Summer School,
University of Alberta.

Teachers Wanted

Two Elementary and One Intermediate for Blairmore Schools, to commence September term. Applicants state age, marital status, experience, professional and special qualifications.

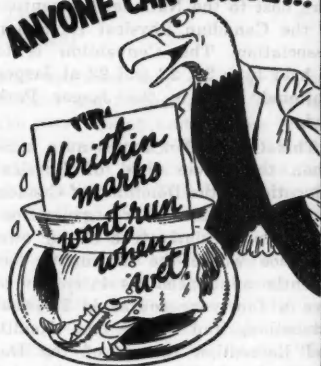
Salary schedule in effect \$1,000.00 minimum; past experience, \$25.00 per year up to \$100.00; annual increment, \$50.00 per year, maximum \$1,400.00; all plus Cost of Living Bonus.

Preference given to holders of Permanent First Class Certificates.

Applications required before June 30th.

Address correspondence to:
C. M. Larbalestier, Secretary-Treasurer, Blairmore, Alberta.

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A National Convention for Alberta

THIS YEAR it is the good fortune of the Province of Alberta to play host to the National Convention of the Canadian Physical Education Association. The Convention is to be held June 21, 22 and 23 at Jasper National Park in the Jasper Park Lodge.

This Convention comes at a time when the whole field of Physical Education in the Dominion of Canada is in the process of reorganization. This is particularly true in our own Province where the University has recently announced its intention to give a four-year course in Physical Education, and where the Health and Recreation branch of the Department of Education anticipates continued expansion of their program under the "National Fitness Act."

Two outstanding Physical Educators will head the list of guest speakers' and it is anticipated that the National Physical Fitness Council will hold its semi-annual meeting in conjunction with the Conference. This will afford a splendid opportunity for discussion and study of the local, national and international problems in the fields of Health, Recreation and Physical Education.

The Edmonton branch of the C.P.E.A. urges the recreational leaders and teachers of this Province to take advantage of the general assistance and direction that this meeting will give towards a better understanding of modern and scientific programs for the advancement of Physical Education.

The following is a list of some of the outstanding people in Canada who will be in attendance:

Dr. A. S. Lamb, Director of the Department of Physical Education, McGill University; Mr. Robert Jar-

man, Supervisor of Physical Education, City of Winnipeg; Miss D. N. Jackson, Associate Professor of Physical Education, University of Toronto.

Mr. C. R. Blackstock, Editor of the Physical Education "Bulletin."

Miss Zerada Slack, National Secretary of Health Education for the Y.W.C.A.

Dr. S. Ryerson, Director of the School of Physical and Health Education, University of Toronto.

Mr. I. Eisenhardt, Director of the National Physical Fitness Council.

Dr. J. B. Kirkpatrick, Director of the Saskatchewan Recreation Movement.

This list includes only a few of the many delegates from the various provinces who have already signified their intention of attending.

In addition to the business meetings, a great program of recreational activity is being planned which will bring into use all of the internationally famous facilities in the setting of Jasper National Park.

For further information in regard to program, reservations, train and bus arrangements, etc., write Mr. A. S. Bird, President of the Edmonton branch of the C.P.E.A., c/o Public School Board Offices, Edmonton.

ATHLETES!

TRACK AND FIELD

If you are, or can refer to us the address of someone who is, interested in Interscholastic, Provincial or Dominion Competitions of 1946, please write for prospective particulars.

**Albert R. Lawrence, Alberta
Track and Field Committee,
Box 452, Edmonton, Alberta**

BREATH OF REALITY IN EDUCATION

Being material arranged from the speeches of Mr. Eric Kempson, noteworthy and stimulating educationist in England.

By Lac. D. S. Hamilton
(R.C.A.F. Overseas)

"Some think manual drudgery is second-rate and soul killing. I think that without it you are hardly entitled to a soul at all."

THAT IS A quotation from a speech of Mr. Eric Kempson to a schoolmasters' conference at Cheltenham, England.

Who is Eric Kempson? Although he is not famous, no one in our time has made more realistic suggestions for education. Realizing that practical experience in a man has very definite value, he gives us a thumb-nail sketch of himself:

"Experience is worth a little. Such as mine is, I'll tell you. I left school before seventeen; was a bank clerk for two and a half years (keeping up some part-time study); took an Engineering degree at Cambridge; worked in a steel works; worked in a woollen mill; was a Naval Instructor for three years; an Assistant Master for eight; in the Army for four; an Inspector at the Board of Education for eight; and Headmaster of the Royal Naval College, Dartmouth, for fifteen.

"Don't take much notice of that; listen to what I say, and ask yourself if the facts are right . . ."

It is a pleasure to present enough from the speeches of Mr. Kempson to give the gist of what he has to say. His analysis of "things as they are," in bold, invigorating language, cannot help but prove interesting.

"First (then)," he says, "of things as they are."

Two Classes.

"Men and women are being herded into two separate classes, and in these classes, from eleven years old

and upwards, they go step by step further and further apart. They are, the more brainy and the less brainy. The more brainy become administrators, civil servants, teachers, lawyers, politicians. The less brainy, the intellectual 'left-overs,' are those who work by hand or by machine. Some engineers and scientists belong to both classes. The more brainy don't work with their hands or with machines, and so half their natural ability is starved to death. They know nothing at first hand of this work; but they direct and administer those who do it. The more extreme among them are called 'high-brow.' These, in fact, are only baked on one side. Those who work by hand or machine have no say in directing, nor has their stunted schooling made them fit for it. The more extreme among them, like the high-brows, are only baked on one side—the other side. It's the high-brows who decide who is brainy, and who is not; and naturally they decide solely upon book-learning—for it's all they know.

"Now what happens to you if you're a budding high-brow? Well, the more complete your school course is, the more you will know of books and the wider the range of those books—then you specialize and learn still more of fewer books. Then, if you pass the proper examinations, you may enter some kind of business, or a junior branch of the Civil Service—that is to say, you become a clerk. Or you may go on with academic studies at a university or technical college. From the university you may become a schoolmaster, or a

university lecturer, or perhaps a Class 1 Civil Servant. If you enter the Civil Service—you'll have been taught nothing of the practical side of Life with which your department is concerned. You'll have had no first-hand knowledge of the factory, or the railway, or the sea, or the farm, or the mines.

Stunted Education

"There are other professions more concerned with doing, and making. Architecture, for example. If you are to be an architect, you may have had twelve years at school, three at a university or technical college, three as a clerk or pupil in an architect's office. If so, then in your education for this profession you will have learned little at first hand of wood or stone or brick, or iron, and then you will begin to direct and design for the joiner, the mason, the bricklayer and the blacksmith. And so it is in other constructive professions. I'm not belittling the professions themselves—I am only saying that work is too often directed by men whose skill and knowledge of materials may be feeble; and done by men whose education has been stunted. It was not so in the days of the great buliders, nor in the great days of any creative craft.

"Many today are interested in the future of industry; cheap production, cheap transport, high wages, good conditions, and very nice, too. Who is interested in the quality of the thing made? Can anyone be happy if his life is spent in turning out poor work?

"What of the normal products of schools and universities today? What can we do? What do we make? Can we sing, or play musical instruments, or draw, or build houses? Can we made good or beautiful furniture, or work in silver, or iron—or even cook? We talk about some of these things, we know some of the musi-

cal and artistic jargon. The aesthetic and well-off collect antiques or reputable imitations. But what does the modern intellectual produce that is new and good? There are few things made today, that, for beauty, or strength, or the pleasure of making, are worth having been made at all. There are exceptions—the Mosquito—the Hurricane—the Spitfire—the Roll-Royce engine—the Tyne Bridge at Newcastle — Liverpool Cathedral—the Battersea Power House, and you can think of a few others. Good work is not dead, and it can be done with machinery.

"But what about the smaller buildings? What about the hundreds of square miles of wretched houses? . . . made of any old materials? Squalid, mean, ornate, pretentious—take a run round any of our great cities and look at the houses. There are exceptions, too, in music and art. But how many?"

Then Mr. Kempson continues with the paragraph from which we have already quoted the opening sentences:

"Some think manual drudgery is second-rate and soul killing. *I think that without it you are hardly entitled to a soul at all.* This question came up years ago at an Education meeting in Essex. The chairman of the Educational Committee, who had been a printer, told us a piece of his own life. As a boy, he had spent month after month rubbing down lithograph stones. 'Perhaps you cannot imagine,' he said, 'a more soul killing job, but it wasn't. Even now,' he said, 'I could rub my thumb across a lithograph stone and tell you just what it is worth, and I could not have learned this any other way.'"

To anyone who has wielded anything more than a can opener or a safety razor, the truth of that paragraph will gradually sink in.

Josiah Wedgwood

"Josiah Wedgwood, who founded the well-known pottery works in Staffordshire two hundred years ago, began work regularly in the potteries at the age of nine. (Don't be alarmed—I'm not going to ask for a return to child labour.) Josiah went on with study too, and with such success that he became a Fellow of the Royal Society. Josiah Wedgwood did not in his youth read 'Pots shown to the Children,' or attend little talks on appreciation of pots—he *made* pots, and what he made was useful, strong and beautiful. You can parallel Josiah Wedgwood with other great names. Each of these men was both well educated and highly skilled. So it has always been; good and beautiful work has been done, and done only, by men who reached their mastery through long and hard study combined with long and hard practice in real workshops. I want to rub this in—mere drudgery, which aims at so much wage for yourself and so much profit for your employer which is not joined with such education as will increase your mastery of your job, is deadly indeed. The two things must go together.

"Of course, there are objections to what I'm saying. One critic says: 'Very able men may have had fingers that are all thumbs. Imagination and genius don't always go together with

manual dexterity.' But the fact that, through natural clumsiness and neglect, some men of genius have been awkward with their hands, is no real argument for the accepted practice—book-learning for the brainy, manual or machine work for the stupid. I want both for all. Someone else has objected that we can't go back to the primitive and handmade, however good these may be; we must have machinery.

"I have said nothing against machines. On the contrary, exceptions I have offered to the general decline in arts and crafts were, like the Spitfire, machine-made. But the trouble is that while in the days of handwork some of the best brains in the country worked by hand, now, in the machine age, the education system keeps the best brains away from the machine. These are the facts as I see them. And aren't they right? And now for the remedy.

Manual Work is not Second-rate

"We have to get rid of the idea that manual work is second-rate. The idea exists. Otherwise, why would so many young people fight so hard to escape it by academic success? Is it learning for its own sake—without much certainty as to what that means? Partly that. But there is also ambition for good pay, responsibility and public service. These are natural and

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Pierian Spring

By

B. C. DILTZ, M.A.

*Professor of Methods in English and History
University of Toronto*

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This new book will be warmly welcomed by teachers of English all across Canada who know the author's textbooks—*Models and Projects in English Composition*, *Living English* and others—and who found his first book on methods, *Poetic Pilgrimage*, stimulating and helpful. In *Pierian Spring* the reader will find again the brilliant expositions of method which distinguish the earlier book; this time the emphasis is on the teaching of the Essay, the Short Story and the Novel and on the teaching of Composition. Specific examples and the teacher-pupil dialogue are again employed to good effect. However, this is much more than a book on methodology and it will be read with interest not only by teachers of English but by teachers of other subjects and by parents—in short, by anyone who has a real concern for the education of young people today. For Mr. Diltz's methodology is not a mass of pedagogical theory remote from realities; it is, on the contrary, firmly based on a positive philosophy of life and of education. There has been a dangerous tendency among educationists in the past quarter-century to accept uncritically new ideas because they are new and to reject the old simply because they are old. Mr. Diltz condemns this and urges vigorously the necessity for conserving and using those materials of Language, History, Mathematics and Science which are the heritage of our Christian civilization and on which a genuine liberal education must be based. In the process he indirectly exposes the fallacies in the arguments of the pseudo-progressives in education. Whether or not the reader subscribes wholly to Mr. Diltz's thesis he will find that its cogent arguments help to clarify his own beliefs.

Pierian Spring and *Poetic Pilgrimage* now form a two-volume library in the teaching of English that teachers will find both inspiring and practical.

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proper ambitions, but the main road to them is at present academic. While they say a lot about the dignity and deserts of labour, in their secret hearts administrators, teachers, ministers of religion, and civil servants, regard labour by hand or with machines as second-rate. . . .

"The system, as now we have it, is going to fix us in two classes. The class of administrators, teachers, government officials, men chosen for their native ability, segregated, and half-starved. The worker class, those who are left over, knowing enough to despise their leaders' incapacity, but lacking what would enable them to come out and take the leadership. This means class jealousy. Under the old social class distinctions there was as much ability in one class as in the other. We are heading for a class distinction which will be more real and more hateful."

What Can Schools Do?

"The question is finally for you. Are you satisfied with this one-sided education which gives an intellectual veneer and starves your native skill, and, though it may land you in positions of responsibility directing and controlling the work of others, leaves you quite unfit to do it?

"If you are not satisfied, then you must act yourselves."

"... You in the schools, unless you are satisfied with things as they are, will have to thrust through all this stuff, explode it to shreds and shovel away the refuse. Then go out into the world of work and make the work itself your life, and you with your ability and inspiration can make the coming civilization better than the Greek or Roman or Elizabethan or any the world has seen yet.

"I see myself as in a dream, a delegate of dissatisfied schoolboys, received by some reigning Headmaster who says: 'Do please stop all this talk and say what you want

from me—I suppose I might screw another period a week out of my already packed timetable'—I would answer: 'I don't want your paltry 40-minute period. *I want and shall take a full half of your kingdom.*' . . ."

Mr. Kempson wants the universities, by means of school-leaving examinations, to relinquish their strangle-hold on school education.

"... we could be freed from the present ultra-conservative and ultra-academic control if the school certificates were taken out of the hands of the universities, and put into the hands of the schools. . . .

"There is a vast deal to be learned from books. The mistake has been to try and stuff it all into the school course, after which, for most people, this kind of work comes to a sudden end. Overstuffing brings on surfeit and vomiting, and may finally kill the healthiest appetite."

Besides these Mr. Kempson has two other proposals.

Good Brains are Also Good Hands

"... I suggest—first—and most important, we must get people to understand labour by labouring themselves. I want to see positions of responsibility dependent on this. I want to see civil servants, local government officials, business men and teachers getting their jobs, not only because of their good brain, but no less because they have worked successfully with their hands or with machines in factories, workshops, farms, mines, railways and at sea. If this were so, then the standard and efficiency of labour would rise indeed. All the best men and women would pass through the ranks of labour and many might stay there because they liked it and because it satisfied them more than any purely clerical or purely academic occupation can do."

In the second place, Mr. Kempson

wants all university students to have experience in the workaday world: "of not less than three years—labour by hand, or with machines in factories, workshops, farms, mines, on the railways, or at sea; to come between school and university; and to be joined with part-time study. The result will be that those who enter the universities will know better why they want to go there and how they want to study. Many who now enter the universities will stay out, and a good job, too."

Where Would These Proposals Lead Us?

"Where would my proposals lead us?

"To this: instead of over-academic public servants handing out what they are pleased to consider benefits, to common men—we should have work done and controlled by men and women who knew it from the ground up. Conditions of work would be

good, not because some politicians had a conscience, but because the best men and women were in the work, and knew what was wanted and how to get it.

"Men would be good citizens, not because they had attended a course in Civics, but because their work was worth doing, was well done, and had made them happy.

"That's my case. Visionary and impracticable? I hope and believe it is a vision of the future. If you believe in it, as I do, and want it, as I do—it will be practicable all right."

Visionary and impractical—what do you say?

Mr. Kempson shows a vivid and realistic understanding of craftsmanship and of the vital connection there is between it and integrity of insight on the part of the individual.

The great Galilean Himself, it is said, was a carpenter until thirty years of age when He began His ministry.

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Creative Writing Competition for Alberta Schools

The Imperial Order Daughters of the Empire

THE ALBERTA Folklore and Local History Project was established at the University of Alberta in 1943. One strong belief of the persons responsible was the encouragement of a regional literature. With this purpose in mind the Alberta Writers Conference was formed and held its first meeting in 1944, as part of the Banff School of Fine Arts. The general aims were to aid in the collection of native Alberta materials as might be useful to creative writers, and the encouragement of writers in the use of Alberta themes and subjects. The Conference made a definite gesture toward the encouragement of younger writers by establishing the *Creative Writing Competition for Alberta Schools*. This contest, which includes separate competitions in Short Story, Poetry, and Essay on Alberta Background, School Year-book, school magazine or newspaper, and Rural school paper or magazine has the blessing of the Provincial Department of Education. Prizes totalling \$330.00 have been made available by the Provincial Chapter Imperial Order Daughters of the Empire.

The following are some of the prize-winning poems in the 1945 contest:

The Pine Tree

Along the light
The moon has laid
Heavy with songs
The wind has strayed.
Into the wood
The wind has blown
To find a pine—
Grove thickly grown.

Only the white
Pines ever know
The way the Wind's
Moon-lyrics go.
Only the wind
Strums harps of green
With joys that are
or might have been.

By Donald Jackson,
Grade VIII, Westminster School,
Lethbridge.

(First Prize for Boys.)

When It's Spring Time In Peace River

When it's spring time in Peace River,
And my timber job is through,
Little sweetheart there at Whitelaw,
I'll tell you what we'll do.

We'll homestead by the river,
And get our garden in,
And settle down together,
And our trouble will begin.

We'll buy a team of horses,
Some chickens and a cow,
And when we've caught some weasels,
We'll buy ourselves a plow.

We'll plant ourselves a little field,
Some cabbages and peas.
Then just before it's harvest time,
The whole darn thing will freeze.

Every spring time in Peace River,
We will sow a field of grain,
And every time it freezes out,
We'll nearly go insane.

But every time spring comes around,
Strong hope will fill the soul,
And we'll keep right on planting,
And going in the hole.

Till sometime we will hit it right,
And how our crops will grow.
Then even if we're fifty sweet.
We'll take our honeymoon.

By Morten Kobasa,
Grade XI, Whitelaw School.

(Second Prize for Boys.)

What Price Victory

The foes of freedom, Nipponese and
Hun

Are reeling, overwhelmed;
Before us, as the autumn leaves,
They fall defeated, everyone.
For now our glorious banner flies
Resplendent over ancient Rhine,
While dear Old Glory waves unfurled
Upon Tarawa, Wake and Guam.
As Japanese retreat as swine
From Iwo Jima and Luzon.

These spoils of victory were bought
By gallant lads in khaki—clad,
Forsaking life and worldly gain
Unflinchingly to meet their God.
There resting now with bloody stain
In dreary fields of foreign sod.
They died for us that we might live,
Let not their efforts be a loss,
Immortalize as saviours too,
For each has borne a bloody cross.

Now on the threshold of success,
With Fascist foes forced to their
knees,

Our vampires thirst quenched in
redress,

Revenge by tasting tyrants blood.

If we, vainglorious, each forget

The One who made our glory great,

Eternally damned is our hope,

Of lasting peace in our estate.

For lacking God, our sinful state

Cannot against the world prevail;

Shall we ignore His guiding hand

And turn tyrants, also fail?

Oh God convey us through the
darkening gloom,

Continue in Your guiding role,

What is our gain to win the world,

If winning this we lose our soul?

By Roy Kenchtel,
Grade XII St. Joseph's High School
Grande Prairie.

(Third Prize for Boys.)

Miss Sally Scrum, principal
of the Hog Wallow School, says:
"When a pupil falls asleep in
the classroom, a wise teacher
lets him sleep on undisturbed,
recognizing either that he's
tired and therefore useless for
the time as a student or that
obviously he's bored to death
with the lesson and therefore
it's time for the teacher to
wake up."

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Something That YOU Can Do

By Sheila C. MacKay

Health Education Division, Department of Public Health

LET'S FORGET about health education for a while; let's just talk about health. What does it mean? Well, when we regard it in its true sense as including not only physical fitness, but also mental and emotional well-being, we begin to realize that we *are* our health. It's how we live, how we think, how we feel. It's our happiness and our adjustment to others. So it's worth bothering about. It's important. And when we are in a position to influence for better or for worse each of these phases of health in others, our responsibility is not one that can be taken lightly. You, as teachers, are in such a position in the school room.

I don't need to tell you the tremendous and rather awesome part that you play in influencing the mental and emotional health of your pupils, but I would like to chat briefly with you about the influence that you can have upon their physical health. Watching them day by day, you can see their needs and their defects as the prejudiced and uninformed parent cannot see them and even as the trained health worker, whose visits to your school may not occur more often than once a year, is unable to see them. And the greatest and most prevalent defect in children coming from homes of every income bracket—the defect at the root of almost all other defects—is malnutrition. On bended knees, we are asking you to watch for the malnourished child—the child who may or may not be re-

ceiving plenty of food, but who isn't receiving the *right* foods.

He's unmistakable, this malnourished child. You will not have trouble in recognizing him, for he will exhibit some or perhaps all of the following symptoms: general appearance of fatigue and frailty, eyes dull, hair coarse and rough, skeleton malformed with poorly shaped chest and head, teeth uneven and decayed, muscles flabby and undeveloped, posture slumping, skin a loose covering for muscles, complexion pale, mucous membranes of eyes and mouth pale and colorless, poor appetite, poor digestion and poor elimination, disposition irritable, facial expression strained and worried—and on top of all that, he may be over-active in all of his movements, and his mother will describe him as being "high strung."

This child can't do true justice to his work at school, and he can't resist infections. If he is allowed to continue without proper foods his health will eventually crack somewhere under the strain, and in later life he will have to pay bitterly for every bite of vegetable and every swallow of milk that he did not get in his childhood.

When you find him, if you cannot work through his parents or help him in any other way, you can try to use the one tangible means that is within your sphere of influence—the school lunch. Even one decent, hot meal a day would help that child—and would also, incidentally, be of inestimable value to the other children in your school.

If you haven't a hot lunch program organized, do try to get one going. Community organizations or clubs and many of the parents in your area will probably be glad to co-operate with a little urging—and we will be glad to help without urging. We have plenty of literature on nutrition in general, and school lunches in particular, which can be ordered free of charge and in quantity; and even getting literature into the homes might be of some value. If you need guidance in this matter, or in any other matter pertaining to nutrition, by the way, Miss Joyce B. Lewis, Nutrition Specialist, Department of Agriculture, is also a good person to contact. She has asked me to tell you that she will be glad to hear from any of you at any time.

You know, there is always *something* that you can do—and it's usually worth doing—and all the malnourished children of Alberta are voicelessly appealing to you to do it.

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SCHOLARSHIPS

The Canada-United States Committee on Education is advised that Coe College, Cedar Rapids, Iowa, has decided to allocate to Canadian students for the academic year 1946-47 two full tuition scholarships valued at \$300 each. The additional expense to those who receive the scholarships will be about \$300 excluding travelling expense but including room and board. Applicants for these scholarships must have qualifications roughly equivalent to graduation from an American high school (Grade XII) and must be students who have ranked in the upper half of the high-school class in which they were enrolled. Address applications directly to the Office of the Registrar, Coe College, Cedar Rapids, Iowa.

Coe College is a co-educational, privately controlled institution with an enrolment of 778 students and a staff of 67. It is closely affiliated with the Presbyterian Church. It is rated 'A' in the United States educational directory and has a curriculum which is approximately that of a liberal arts course in a Canadian University.

Says Mrs. Naomi Turner in the *Journal of School Health*—The essential amino acid, tryptophane, has a distinct promise as a preventive against dental caries.

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News Letter . . .

from the Secretary-Treasurer of the Canadian Teachers' Federation

MARCH 1946

Instructional Material From War Surpluses

According to Charles E. Phillips, secretary-treasurer of the Canada and Newfoundland Education Association, requests have been pouring into Ottawa in recent weeks asking that war service instructional equipment be loaned to the schools. The contention is that the people of Canada have already paid for the equipment by their taxes and should not be asked to pay for it again. "At present," says Dr. Phillips, "schools are able to get only scrap and non-saleable articles despised by commercial purchasers.

The Department of Labor, Ottawa, has agreed to help vocational schools replace machine tools worn out in war emergency classes. It has been suggested that the schools purchase used machine tools from War Assets Corporation as the Labor Department undertakes to remit seventy-five per cent of the purchase price, less freight charges.

U.N.E.S.C.O.

Prof. J. Huxley is the new Secretary of the Preparatory Commission of U.N.E.S.C.O., replacing Sir Alfred Zimmern who had to resign on account of poor health. Dr. Huxley said at a press conference in London: "We want U.N.E.S.C.O. to work at all levels, from the highest intellectual level down to that of the humblest child, and we want the organization to work towards a true world culture."

Dr. Howard Wilson, Co-Secretary of the Canada-United States Committee on Education and who addressed the C.T.F. Conference in 1944, has been appointed the Deputy-Director of U.N.E.S.C.O. Mr. Edmond Turcotte, editor of *Le Canada*, Montreal French-language daily newspaper, has been appointed Director of Public Relations.

We find from reports in various magazines and newspapers an ever increasing support, not only among teachers but also among the public at large, for the ideals set out in the initial constitution of U.N.E.S.C.O. Mr. William Benton, Assistant Secretary of State, U.S., says: "UNESCO can become a dynamic force—only if it is given to world's best intellectual, moral, and political leadership; only if it is accorded adequate financial support; and only if it is granted time to grow. Years of devoted service by the ablest, the best-trained and most energetic men and women will be needed to realize its full potentialities."

It is hoped that every teacher of Canada will urge upon his Federal representative the appointment of a teacher from the primary and secondary-school level to the Canadian permanent committee to represent Canada at the June meeting of UNESCO in Paris.

Canadian Council of Education For Citizenship

A meeting of individuals representing National Organizations met for

a Planning Meeting in Ottawa on March 8th.

Your secretary attended as an observer in his capacity as treasurer of the C.C.E.C. At this meeting a report was given on the activities of national organizations represented, and plans were discussed for their program for the following year. The main topic of discussion was community centres and what their function should be in the community.

The meeting was under the chairmanship of Dr. E. A. Corbett, Director of the Canadian Association for Adult Education, and it was announced that a conference of organizations co-operating in informal education is called for May 20 - 24, 1946, at Queen's University, Kingston. The main topic of discussion will be building Community Centres and your secretary recommends that all teachers interested in community welfare work should attend this conference, and, if they cannot attend, they should study carefully the reports and recommendations that may come from this conference. What these organizations are doing for informal education is of vital importance to all of those engaged in what is called formal education.

National Advisory Council on School Broadcasting

A meeting of the above Council was held in Toronto under the chairmanship of Dr. R. C. Wallace on March 14th and 15th. Your secretary and Mr. C. Bruce Adams attended as representatives of the C.T.F. Topics for school broadcasting for the year 1946 - 47 were discussed.

One of the matters stressed at this conference was the fact that national school broadcasts are offered primarily to improve the children's general knowledge on dominion-wide subjects, with the hope that these broadcasts and the discussion which

arise from them will help in developing a truly national Canadian spirit; consequently, they are not based upon any particular subject or subjects which are found in the provincial school curricula. The provincial school broadcasts are confined more to specific topics relating to textbook or subject-matter found in the curriculum of the primary and secondary schools. It is the hope of those who are interested in the national school broadcasts that teachers will take greater interest in the ideal behind the broadcasts, that is, the development of a Canadian national outlook. Now that the war is over and radios will be again available, the influence of national school broadcasting should become more and more effective.

Dissatisfied Teachers

A strike of 1,100 school teachers for increased wages closed 180 Dublin schools on March 20th.

A strike of 45,000 primary-school teachers in Bombay province on March 8th kept 1,500,000 children away from school. The teachers demand increased pay and cost-of-living allowances.

British Columbia

The British Columbia Teachers' Federation releases bulletins from time to time to its members in order to keep them in touch with the activities in British Columbia which affect the teachers. The following extracts, I am sure, will be interesting to teachers outside of that province:

"The Labor Relations Committee introduced the following recommendations which were approved by the executive of the B.C.T.F.:

- (a) That contributions to the fund in connection with the Windsor Strike be left on a voluntary basis;

- (b) That those who have given donations be commended;
- (c) That the B.C.T.F. stand for the principle of union security.

Donations approximating \$750 were made by teachers of Vancouver Secondary, Burnaby Assistants, and Prince Rupert locals.

Suggested Activities:

- (a) See that the accompanying press release is made available to the press—especially in rural areas.
- (b) Contact Parent-Teacher Associations for a discussion on the Cameron Report.
- (c) Sound out your M.L.A. on the Cameron Report, if feasible. (Some locals have already done this.) Show him that larger school units and larger expenditures are necessary for improved education.
- (d) Do all you can to forestall the conclusion that increased expenditure by the province will mean a *corresponding decrease* by the local district. (This is *not* the intention of the report.)

Rural Schools — The Federation plans a thorough study of the potentialities of school dormitories, such as those established in Alberta. It should be a fundamental objective to make secondary education more available to students in rural areas."

Alberta

The Alberta Teachers' Association and the Alberta School Trustees'

Association are to be complimented on the comprehensive brief—"Alberta As Educator"—prepared under their joint sponsorship. For those provincial organizations interested in making a similar study of educational needs in their own province, it might be possible to obtain copies of this brief from the Alberta Teachers' Association, Imperial Bank Building, Edmonton, Alberta.

New Brunswick

In glancing over the February-March number of *The Forum* of New Brunswick Education, we note certain interesting facts:

Increased grant aids vocational education—Increased assistance is now to be made available to local educational authorities for the construction and equipment of new vocational schools in the province and for the enlargement of existing facilities.

School Board increase salaries Moncton Teachers—These increases were recommended to the School Board by the Moncton teachers and were accepted by the Board.

Grades One to Six	\$1,000	\$1,900
Grade Seven	\$1,050	\$1,950
Grade Eight	\$1,150	\$2,050
Manual training and household science teachers	\$1,400	\$2,200

This schedule is exclusive of all government grants.

Nova Scotia

The request of the Nova Scotia Teachers' Union for \$1,000 minimum

The University of British Columbia VANCOUVER, B. C.

SUMMER COURSES, 1946

Summer School of the Theatre, July 2nd - August 6th
Workshop in International Relations, July 2nd - August 2nd
Radio Writing, July 8th - 27th

For further information apply to

THE DEPARTMENT OF UNIVERSITY EXTENSION

for all rural teachers made last year at their annual convention is being considered by a committee consisting of two representatives of the Department, two from the Union, two from the Council of Municipalities and one specialist in municipal finance.

The locals in Nova Scotia have been advised by the executive of the Union to confine their resolutions to three topics, namely, Salary, Pensions and Professional Act.

Ontario

The brief presented recently to the Royal Commission on Education by the Ontario Teachers' Federation is sub-divided in five sections: Administration of the School System, Educational Finance, The Pupil and The School, The Teacher, The School Building. This brief should be in the hands of every provincial organization. It sums up in a clear and de-

finite manner the views of the teachers of Ontario as to what forward movements should take place in the field of education; however, it is impossible to summarize this brief in a satisfactory manner in this monthly letter.

Quebec

McGill already has nearly 400 inquiries concerning the French Summer School which is scheduled to run from June 27th to August 9th. The students will be housed in Douglas Hall on the University grounds, according to present plans. Prof. J. L. Darbelnet will be the director of the school. Inquiries have come from points as far away as Utah and California.

Dr. H. G. Hatcher, assistant dean of arts and science, states that there will soon be, and even now is, a terrific trend back to the arts. This is most noticeable among the veterans now training at McGill University. He states that after every visit he pays to Dawson College he gets bunches of letters saying, "Change me from B.Sc.1 to Arts."

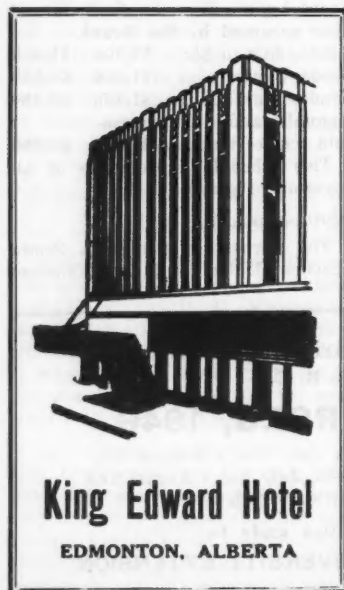
Personals

Dr. G. Fred McNally after completing more than 40 years of service in Alberta education, will retire from Government service in April. All teachers who have come in contact with Dr. McNally will regret his retirement but at the same time will hope that he will be spared many years to enjoy his well-earned rest.

Mr. E. C. Ansley, of Medicine Hat, Alberta, has recently been appointed General Secretary of the Alberta Teachers' Association to succeed Mr. John W. Barnett. I am sure we all extend our good wishes to Mr. Ansley in his new position.

C. N. Crutchfield.

The A.T.A. Magazine



LETTER BOX

Special Railway Fares for Summer School

Dear Mr. Barnett:

As suggested over the phone yesterday, I am quoting below from a letter received from the Canadian Passenger Association:

"I am pleased to advise that similar arrangements to those in effect in the past have been authorized for teachers and pupils attending Summer Schools conducted by universities or colleges located in Canada. In order that proper notification may be placed in the hands of ticket agents at an early date will you please advise by return the opening date and closing date of the various courses at the Summer School being operated by the University of Alberta."

Yours sincerely,
M. E. LaZERTE,
Dean, Faculty of Education.

Pensions

Prestville, Alberta.
March 21, 1946.

The Editor, *The A.T.A. Magazine*.

Dear Mr. Barnett:

With reference to Mr. A. J. H. Powell's essay in the March issue of *The A.T.A. Magazine*, may I say that while I agree with Mr. Powell in saying that Mr. Hyde has done all of us teachers a great service in challenging the infallibility of the actuaries and the sanctity of the "actuarial soundness," I feel, and believe most teachers feel, that Mr. Powell has done us a still greater service in writing this masterly essay. It shows us that even "un-informed horse-sense" arrives at Truth sooner than all this dilly-

dallying with empty phraseology of the academic mind.

It seems to me that Mr. Powell's logic is entirely beyond reproach. If this be not so, then we, the teachers of this Province, are willing to be shown what is wrong with it in the April issue of *The A.T.A. Magazine*.

Surely the New Superannuation scheme as formulated and proposed about two years ago, which contained such items as a \$2.00 a month service pension for every year of teaching service, as well as a small annuity, was a soundly planned proposition.

We teachers want to know just where and what conspiracy, against all of us teachers, holds back the passing of the "New Superannuation Act" in the Provincial Legislature. I must say with Mr. Powell "*When Oh, When?*"

This question is puzzling the minds of nearly all Alberta teachers, though the rest of us may not be as capable in putting our thoughts in writing as is Mr. Powell. Surely, with a million and a half in the "Superannuation Fund," what are they waiting for?

So I think it would do us teachers a great service, Mr. Barnett, if you would impress upon the "powers that be" the fact that this stalling period should now be considered as having run its full course.

I feel that your work and influence in the A.T.A. has been of inestimable value to the teachers' cause and education as a whole, and we are sorry to lose you, but we feel that before you leave the service, we should like to see you do all you can to get this "New Superannuation Act" passed through the Legislature.

Kindly give us an idea in the next issue of the magazine as to what's cooking. Meanwhile I am,

Fraternally yours,
EDWARD ROCKARTS,
Prestville, Alberta.

Occupational Monographs

30 Bloor Street W.,
Toronto, Ontario,
April 3, 1946.

Editor, *The A.T.A. Magazine*,
Imperial Bank Building,
Edmonton, Alberta.

Dear Sir:

We take pleasure in forwarding to you under separate cover a few examples of Occupational Monographs published by Sir Isaac Pitman and Sons, 381 - 383 Church Street, Toronto, in co-operation with the Toronto District of the Ontario Secondary School Teachers' Federation. Toronto District, feeling the need for such material in the secondary schools, has made this one of their educational projects for the year. Further enquiry should be addressed to the publishers. We understand that in co-operation with Toronto District the publishers are offering these at approximately the cost price.

Yours truly,

S. G. B. Robinson,
Secretary, Ontario Secondary
School Teachers' Federation.

STREAMLINED

"I am Red Eagle," said the Indian chieftain to his paleface visitor. "This is my son, Fighting Bird. And here," he added, "is my grandson, P-38."

S. ALWYN BARTLETT OPTOMETRIST

116a 8th Ave. E.
Calgary, Alta.
Phone M2684

In the Chauncey Jewellery Store

Books on Visual Instruction

In order to obtain the best results from visual aids equipment placed in the schools, teachers should read widely from recent publications on the subject. The following books may be borrowed from the University Extension Library, Court House, Edmonton:

Osborne, *An Alternative for Revolution and War.*

Dorris, *Visual Instruction in the Public Schools.*

Dent, *The Audio-Visual Handbook.*

Brunsetter, *How to Use the Educational Sound Film.*

Hoban, *Focus on Learning.*

McDonald, *Educational Motion Pictures and Libraries.*

Hoban et al., *Visualizing the Curriculum.*

New Salary Schedule of Lamont School Division

Basic minimum, \$1,100.

Basic maximum, \$1,620.

Annual increment, \$50 first three years; \$90 second three years; \$100 seventh year.

Principal: \$100 for two-room school; \$50 per room for three or more rooms.

Vice-Principal: \$25 per room for four or more rooms.

University degree: \$200 (when engaged in intermediate or high-school work).

Allowances for special certificates when used.

\$200 for high-school work in schools where the compulsory subjects of two high-school grades are taught.

Effective September 1, 1946.

The A.T.A. Magazine

Better Schools for Alberta

By G. C. Peterson

FOR MANY YEARS Alberta has occupied a proud position in the field of educational progress. Educationists from other Provinces have been generous enough to refer to Alberta as the Laboratory of Canada in matters educational. We have even attracted some attention from our neighbor to the South.

Security of tenure for competent teachers was attained after years of opposition. Prestige was acquired by statutory recognition of teaching as a profession. The establishment on a Province-wide scale of the larger administrative units went some distance in equalizing the burden of educational costs, and made possible a nearer approach to equality of opportunity between the pupils from the rural and urban centres.

These larger units made possible a wider range for selection of trustees, enabling the people to bring to these positions men and women of higher calibre than was formerly possible.

Some years ago a Superannuation Fund was established, and although not as yet impressive, still it was a step in the right direction.

More recently a Faculty of Education was set up within our University, and all teacher-training came under its jurisdiction. Degrees in Education are now conferred by our University, as are appropriate degrees to candidates for other professions.

Notwithstanding the efforts made by those in authority to provide machinery for a splendid educational set-up, we in Alberta are in a fair way to losing our vantage ground, and we should look at the facts as presented to us by those having most

closely at heart the matter of our future.

In brief, the situation seems to be that although we have the machinery, we are not providing the material for its successful operation.

At the outset may I refer you to certain surveys and briefs from which much of the following material is gathered:

1. Dr. Argue's report submitted to the Canadian Council for Educational Research;
2. Report of a special committee appointed by Dr. Newton, of which Dr. Argue was Chairman;
3. Report of the Sub-committee on Education for the Alberta Post-War Reconstruction Committee;
4. A brief prepared for consideration of representatives of Provincial organizations interested in educational welfare.

I think we can safely assume that Alberta's future in the educational field depends upon the number and calibre of the young people who are attracted to the teaching profession.

What Are the Facts?

We are told that Teachers' Colleges and Universities all over the North American Continent apply certain psychological tests to all students coming to them. In 1932 the students of the Edmonton Normal School as a whole stood 25th among 204 institutions reporting. In 1936 they came 13th among 304 reporting, and then we began to slip until in 1942 the same school stood 111th out of 253 reporting.

The obvious deduction is that during the depression years a selected group of students was being attracted to the profession, but with improved

economic conditions the schools could no longer compete with other professions and employments in attracting students of high mental ability. The trend is still downward.

Let us look at it from another standpoint. The statistics show that in the Edmonton Normal School for the term 1930-31 70% of the students were of Anglo-Saxon extraction. There was a gradual decline until in the 1943-44 term 35% only were of Anglo-Saxon origin.

We honor these people from the North and East of Edmonton who make a sacrifice to send their sons and daughters to be educated as teachers. If there is any disparagement it should be directed towards others, from whose homes there is not being recruited a fair proportion of students for the field of education. I include myself, because I am not encouraging my sons and daughters to enter that profession, and I shall presently tell you why.

Again, the available statistics indicate that our teachers are not being recruited at all fairly from the different occupational groups. From the homes of our professional people, teachers, ministers, doctors, dentists, druggists, lawyers, accountants, optometrists, etc., come 1% only of the recruits for the teaching profession. It was not always thus.

Furthermore, it is becoming evident that the proportion of male candidates is falling rapidly off.

The only point which I am endeavoring to make is that at present there exists a most unfortunate and undesirable situation where large sections of our people either have lost or are losing interest in a profession which means so much to the future of our Province.

When, as periodically happens from War or other conditions, there arises a situation in which there is a scarcity of teachers, and some communities have none, it seems to me that the Government can deal with

the situation in one of two ways. It can throw the problem into the laps of the people, where it probably belongs, or can come to the rescue by adopting palliative measures, such as lowering the standards and coaxing partially trained persons to take over the work. This is what is being done.

Can you imagine the medical profession tolerating those in authority sending a fourth-year medical student out to practice medicine at Horse Shoe Creek simply because they need a doctor there? Horse Shoe Creek gets along without a doctor until the people of the community make up their minds to pay enough to attract one in.

According to the latest information I have, there were 500 schools closed in Alberta; 10,000 children of school age receiving what little tuition they get through the mails. This is not a pretty picture.

The Department of Education seems to be alive to the situation. It is doing what it can. Although the regular teacher-training period is two years, the Department is maintaining the one-year course. It has again cut that period to a few months for the "War Emergency Class."

To enter this class a student must have only 85 credits, against 105 for the full Grade XII. A candidate must have Grade XIB standing in English and Social Studies. Bear in mind that this Grade B standing is awarded by the local teacher, not by a Departmental examination. A remedial course in English is given to those students whose knowledge of English is below par. This is important as English is the medium of instruction.

The difficulty is that we are lowering standards, and it would seem that we are not only 500 teachers short, but the question arises as to how many of the others, partially trained, should be written off.

Dealing for a moment with the

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function of selection in our teacher-training institutions, I find in one of the pamphlets referred to the figures for 1938. Enrolled in our Normal Schools were 357 students. Four failed in practice teaching, two in professional subjects, and 25 were required to attend summer school to repair deficiencies. Twenty-three of these did so and received their Certificates. In other words—eight failures out of 357. Compare this with the other professions.

In the 'high-school grades, and again in University, a percentage of students is screened out each year, but in teacher-training numbers are so badly needed that they cannot afford to do this.

The simple fact is that in Alberta education is taking what it can get, and not what its relative social importance entitles it to.

Speaking generally, there is a definite relationship between the purchase price and the quantity and quality of the product, and we may reasonably assume that during the next few years we will get in Alberta the type of education that we are prepared to pay for.

What Are the Actual Facts Relating to Teachers' Salaries

From the comprehensive tables which I have before me, it appears that the salaries paid in Alberta compare favorably with those of Saskatchewan and Manitoba, but are definitely lower than those of Ontario, and very much lower than those of British Columbia. Even British Columbia falls below those States of the Union which border on Canada.

In 1942, the average salary paid
May, 1946

1,702 male teachers in the Province was \$1,118.00. The average paid 4,342 female teachers was \$901.00, or a general average for 6,044 teachers of \$935.00.

What do we require in return?

A recent report of the Canada and Newfoundland Education Association lists the following:

Sound scholarship
High professional skill
Intensive preparation
Robust health of mind
Sympathetic understanding of youth
Enthusiastic devotion to duty
A wholesome attitude toward life
Personal magnetism and
Qualities of leadership.

This is a pretty stiff order for \$18.00 a week.

We might as well be sensible and realize that we are not going to get the most capable and most promising students from our schools unless we raise our sights.

One of the great difficulties, it appears to me (and this is not something I have read), is that there is an insufficient number of top-paid positions available in the profession. There are 50 or 60 School Divisions, with Superintendents. We have a few positions in the Faculty of Education, some in the Department of Education, and a few principalships in the Cities—say 125 top-paid positions in the Province.

It seems to me that until we make the principalship of the schools in our Towns and Villages a desirable position from a financial standpoint, we cannot hope to go far.

Why should not a man who is principal of a Town or Village school be able to look forward to this as a life work, a place where he can settle down, marry, raise and educate a family, provide some insurance

J. J. BUTCHART **Optometrist**

Telephone 22181—Optical Dept.
C. WOODWARD LIMITED
Edmonton, Alta.

Important Facts you should know about Canned Foods

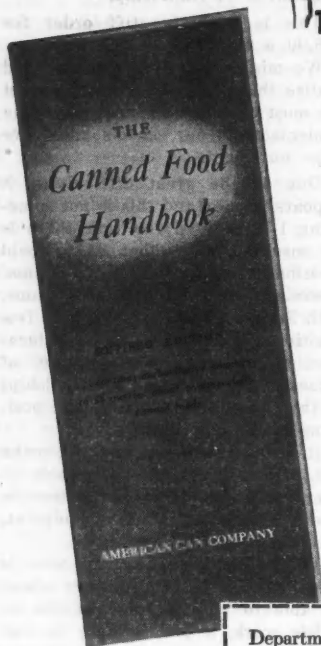
What about the liquid in the can?

What decides the location of canneries?

What makes canned foods keep?



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This important booklet about canned foods has just come off the press. It's yours . . . FREE for the asking.

This booklet includes a list of authoritative answers to many questions your students may ask about canned foods. It contains factual data concerning vitamins and nutrition. It answers questions about how to store and how to serve.

The original Canned Food Handbook was regarded as a necessary part of the reference library of every home economist. It was also widely used by dieticians, nurses, food experts, and women in the home.

This newly revised edition should prove even more helpful. *Send for your free copy today.*



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for their protection, and in addition enjoy a few of the luxuries of life? Under present conditions we offer such a man a life of "genteel poverty."

In our desire for economy we crowd our classrooms. In 1945 an interesting survey was made by Miss Jennie Elliott, a member of the Calgary School Board, and a former high-school teacher. It shows that in the Calgary elementary schools there were no classes with an enrolment of under 30. In 15% of the classes there was an enrolment of from 31 to 40, and in 85% of the classes there were over 40 pupils.

Lethbridge had no classes of under 30. In 71%, the enrolment was 31 to 40; and in 29%, there were over 40 pupils.

We find the other extreme in Moncton where 61% of the classes had an enrolment of less than 30, 39% had an enrolment of 31 to 40, with no class having more than 40 pupils.

The crying need is for the public to loosen up its purse strings. The McNair report on Recruitment and Training of Teachers in Great Britain (1944) warns that: "We have not yet emancipated ourselves from the tradition of educating our children on the cheap."

BOUND BY TRADITION? Let us see.

Let us take a look at a typical teacher's contract of 1819 taken from a History of the Province of Ontario by William Canniff. Here it is—

Articles of agreement between R— L—, of the one part, and we, the undersigned, of the other part: that is to say: that R— L— doth engage to keep a regular school, for the term of seven months from the first day of November next, at the rate of two pounds ten shillings per month; and he further doth agree to teach reading, writing, and arithmetic; to keep regular hours, keep good order in school, as far as his abilities will allow, see that the

children go orderly from school to their respective homes. And we, the undersigned do agree to pay R— L— the sum of the above named ten dollars per month for the time above mentioned; and supply the same with wood fitted for the fire. And further, to wash, mend, lodge, and victual him for the time of keeping said school. School to be under charge and inspection of the following trustees: William Clark, Peter Leavens, and Daniel Leavens.

I wonder to what extent we are still looking through the eyes of our great grandfathers.

Nor is the situation in our University satisfactory. A lecturer or professor with a Ph.D. Degree other than Heads of Departments begins at \$2,000.00 and may go as high as \$2,700.00. What he does with it, I do not know, particularly if he is raising a family.

We are facing a crisis in education today, whether we realize it or not. In a recent report Dr. Newton, President of our University, makes this considered statement:

We seem to have reached a point where we must decide whether this Province can afford to offer higher education to all qualified students who want it, or whether we must impose quotas for admittance to all faculties and schools. The crisis is upon us and an answer is urgently required."

Our University is overcrowded, with quotas applied to some of the Faculties. Every available room is being put to use from 8 o'clock in the morning till 10 in the evening, including the noon hour.

Many high-school students are already wondering if the doors of the institutions of higher learning will be open to them. There is even now evidence of a developing feeling of frustration on the part of a number of our young people. If this becomes general it will have a demoralizing effect upon our youth. Patience is not a characteristic of the adolescent.

Money is needed, and we need the

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vision to see that there is no better investment than in the education of our youth.

Dr. Argue quotes from the Hon. Ernest Bevin, then Minister of Labor and National Service, as follows:

"I should like to say how much it has been borne in upon me, since I have had to deal with the problem of manpower, that the State made a great mistake in maintaining such a low school-leaving age for the past twenty years. How valuable it would have been to the State now if those children had been kept at school

and under the control of the educational institutions of the country for another couple of years, and a portion of that time devoted to some form of training, so as to give them at least a basic knowledge of production, not merely in industry but in agriculture—I trust that this will be borne in mind in the future."

In Alberta there is a very large section of our young folk whom we are almost entirely neglecting—I refer to those who, either through choice or through lack of aptitude, do not plan to follow through an academic course. For them we require Junior Colleges, Technical Schools, and Agricultural Colleges.

It is well known that the preponderance of financial support for educational services comes from a local property tax (Lethbridge 92.5%). In Alberta we are not keeping step with other Provinces, some of which are already paying 50% of educational costs, and others are rapidly working toward that objective.

I am reliably informed that in Alberta we spend over 26 million dollars per year for liquor. We are smoking over 720 million cigarettes, not counting the homemade ones. Our tobacco bill is over 14 million dollars per year.

The Province is appealing for federal aid. In this it has my support. But let us not deceive ourselves: we still have plenty of money for the things we really want.

We in Alberta need to work for improvement in school organization, personnel and finance, Provincial and federal aid, better understanding, and closer co-operation between the schools and the public.

Schools for John and Mary growing up in a complex world must be better than the schools their parents knew, must be geared to the present and the future instead of to the past.

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INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, 540 21st St., N.W., Calgary.

In his news letter of recent date the President stated that an election of officers would be necessary this spring since the executive of 1944-45 was retiring. The nominating committee which was appointed early in April has drawn up the following slate. The report of this committee includes the statement that all of those who have been nominated for the various positions in the immediate executive have definitely agreed to stand for election. The list follows:

Hon. Pres., Mr. A. P. Tingley, Edmonton.

President, Mr. C. Flanagan, Didsbury.

Vice-Pres. Mr. Wm. Robinson, Edmonton.

Past Pres., Mr. Neil J. Cameron, Calgary.

Sec.-Treas., Mr. John A. Collins, Calgary.

Editor, Mr. Lloyd N. Elliott, Calgary.

District Representatives:

Northern Alberta, Mr. Dean Tweedle, Jasper.

Peace River, Mr. T. W. Nordon, Peace River.

Edmonton, Mr. Geo. Pillott, Edmonton.

Central Alberta, Mr. H. F. Irwin, Midlandvale.

Southeastern Alberta, Mr. Harold Whitney, Medicine Hat.

Southwestern Alberta, Mr. V. Bohnet, Magrath.

The procedure adopted during the past two years will be followed. Nominations are to remain open until June 1, in case any groups of members at large wish to add to the slate submitted by the nominating committee. The following simple rules will be observed:

1. Only paid-up members of the I. A. T. A. for the year 1945 may nominate or be nominated.

2. A nomination must be signed by at least three members.

3. The consent of the nominee must be obtained before his name is proposed for office. He must agree to stand.

4. Nominations must be received on or before June 1 by the present secretary-treasurer, Lloyd N. Elliott, at 540-21st Avenue, N. W., Calgary.

In case further nominations are not received, the above slate of officers will be declared elected by acclamation. If an election is necessary, arrangements for balloting by mail will be made early in the month of June. All members of the association should give careful consideration to this important matter of the election of their new executive.

Let's Junk the Junk

This is the season of the year near the term's end when shop teachers are required by the administration to prepare shop inventories and requisitions for the fall term. We all admit the value of the carefully prepared inventory, to the school authorities, to the shop instructor who is returning in the fall, and particularly to the new instructor who may be engaged during the summer recess. The inventory is a "must" in a well-organized shop setup.

The point we had in mind, however, in bringing up the subject at this time is this! Surely the moment has come at last (now that we are in that oft-mentioned post-war era) really to do a hard-boiled job of this stock-taking business. Let's call a spade a spade; equipment should

be classified as equipment, and junk as junk. And let's junk the junk.

And it cannot be denied that unfortunately many of our shops have been operating during the war years with equipment (to use the term loosely) which could be tolerated no longer. Some school shops had premature births, but, thanks to the ingenuity and stubborn perseverance of the instructor, have survived and now show signs of a healthy future. The instructor's own hand and power tools have kept other shops in operation. We have improvised and invented makeshift devices, when factory-made equipment was not available. We have stretched the dollar beyond endurance at times. And through all this we have been reminded over and over again that *after the war* things would be different, that our shops would receive the necessary equipment for efficient operation. Is this promise coming true?

We suggest that at this term's end we should do a very careful job of stock-taking, and hand in hand with it, a very thorough job of housecleaning. And when we have separated the equipment from the junk, and have effectively disposed of the latter, then it is time to sit down with pencil and requisition pad in hand to go about the task of supplying the administration with a list of what should go into the shop in the fall, in order to make it a place worthy of the name, and a place where real industrial arts work can be carried on. The school library is equipped. The school science lab. is equipped. The social studies room is equipped. The gymnasium is equipped. The commercial room is equipped. The school secretary-treasurer's office is equipped. *The school industrial arts shop requires equipment too.* And it is available.

Happy requisitioning to you all.

L. E.



RIB TICKLERS



A TOUGH CHOICE

The wife of the man who was on trial for burglary was witness for the defence and was being vigorously and sarcastically cross-examined by the prosecutor. She was losing her temper, but he didn't sense it until too late. So he asked:

"Madam, isn't it a fact that you knew your husband was a burglar before you married him? Answer yes or no."

"I did."

"Then, may I ask how, knowing that fact, you came to marry him?"

"Because," said she, icily, "you see I was getting a bit old and could not be choosy, and I had to choose between a burglar and a lawyer."

THERE'S A DIFFERENCE

Not many women take up law; they prefer to lay it down.

Methuselah ate what he found on his plate,

And never, as people do now,
Did he note the amount of the caloric count,

He ate it because it was chow.

He wasn't disturbed as at dinner he sat,

Destroying a roast or a pie;

To think it was lacking in granular fat,

Or a couple of vitamins shy.

He cheerfully chewed every species of food,

With very few worries or fears

Lest his health might be hurt

By some fancy dessert,

And he lived more than nine hundred years.



Official Bulletin, Department of Education

No. 95

Empire Day Message

The President of the Empire Day Movement, The Earl of Gowrie, V.C., P.C., G.C.M.G., C.B., D.S.O., has issued the following Empire Day message to the Youth of the British Empire.

Today we celebrate the first Empire Day of the peace which has come from our great Victory. With patience, perseverance and indomitable determination we built up the forces that won this Victory, but we must now exert even greater perseverance and determination if we are to build up a lasting peace. Intolerance and greed brought war: only tolerance and mutual understanding will bring real peace. By our Empire unity in war, which enabled us to stand alone for a whole year against the invader, we made Victory possible. By our continued unity in peace; by increasing our knowledge and friendly interest in each other's difficulties, and our tolerance of each other's differences, we can show the world an example of widely different races living happily together. The celebration of this Empire Day is, therefore, the dedication to faithful service for our Empire in its great task of promoting world peace and goodwill.

Faculty of Education—Calgary

Consideration is being given to the question of expanding the staff and facilities of the Calgary Branch of the Faculty of Education of the University of Alberta. At present only the first year of the Bachelor of Ed-

ucation program is offered. Since the provision of second-year work, particularly the necessary Arts courses, will involve considerable expenditure for staff and equipment, it is desirable that there be some indication as to the number of students who might enrol for the second year.

Those eligible for registration in the second year of the B.Ed. course would be:

1. Those students now enrolled for the first year of the B.Ed. program either at Calgary or Edmonton.
2. Teachers in possession of certificates based upon Grade XII and a year's teacher training (Normal School) who are permitted to enter the second year directly providing matriculation requirements are met.

The Arts courses offered would be dependent upon the availability of staff and facilities, but would probably consist of five or six subjects from the following list:

English, French, History, Mathematics, Physics and Chemistry.

The Calgary Branch at present provides, in conjunction with the Institute of Technology and Art, courses in Industrial Arts (General Shop).

If you anticipate registration next September at the Calgary Branch, presuming that the second year of the B.Ed. program is available with the range of Arts choices suggested, or a similar range, please notify Mr. B. E. Walker, Secretary, Board of Teacher Education and Certification, Department of Education, Edmonton, Alberta.

Announcements From the C.N.E.A.

1. Workshops in International Relations—July 2nd to August 2nd, 1946.

A. University of British Columbia

Established in 1945 on the suggestion of the Canada-United States Committee on Education, the Workshop is especially concerned to assist in developing friendly relations between the citizens of Canada and the United States. This it hopes to accomplish by bringing together in study, discussion and social activities, teachers and students from the two countries.

Workshop Sessions

The sessions will comprise a survey of major current developments in the field of international relations, with emphasis on Canadian-United States relations within the larger framework of world organization. The following subject-matter will be included: — Political, economic and financial aspects of world organization. Specific areas and their relation to world organization: Canada and the Commonwealth; Canada and the United States; the United States and Latin America; Europe; Russia; Asia. Special attention will be given to the far east and Pacific Problems.

The Workshop will be under the direction of Dr. Warren E. Tomlinson. Outstanding Canadian and American authorities on international relations will be special lecturers.

The course will consist of lectures and discussion periods. Documentary films will be used extensively. Three-hour sessions will be held in the mornings from Monday through Friday each week.

Recreation

For the most part, afternoons will be free for recreation, so that American visitors may join Canadians at leisure as well as in serious discussion. Vancouver offers all the facilities

of a summer playground: swimming, mountain climbing, tennis, golf, riding, excursions by boat and bus to famous scenic points of the Pacific Coast.

Registration

FEEES: \$30.00 payable with application addressed to the Director, Department of University Extension, University of British Columbia, Vancouver, B.C.

In case it is necessary to limit registration, application should be forwarded as soon as possible.

CREDITS: The University of British Columbia will grant three units' credit towards the B.A. Degree to students who have the necessary prerequisites and who complete the course, including the final examination. Students who wish credit for the Workshop must obtain approval from the Head of the Department of History and the Registrar of the University.

General Information

Since the University Summer Session will be in progress at the same time as the Workshop, there will be a number of special lectures and other events in which Workshop students may participate.

ACCOMMODATION: Single room, \$15 to \$18 per month; Room with Board, \$40 to \$45 per month; Meals at University Cafeteria, 35c to 50c.

If desired, arrangements can be made for members of the Workshop to stay at the University Camp until they are able to obtain more suitable accommodation.

B. Ontario College of Education

Themes and Lecturers

Anglo-Saxon and World Relations:

- I. Historical pattern in Canada, Commonwealth, United States—Dr. G. W. Brown — Dept. of History — Toronto (Toronto).
- II. Geographical backgrounds in world affairs — Dr. E. G. Pleva —Department of Geography—Western (London).

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- III. Economic principles and world trade. Prof. V. W. Bladen—Dept. of Economics — Toronto (Toronto).
- IV. Canada's internal affairs, cultures, problems — Dr. J. W. Watson—Dept. of Sociology—McMaster (Hamilton).
- V. Future relations of Anglo-Saxon countries—Dr. R. G. Trotter—Dept. of History — Queen's (Kingston).

Workshop Directors

E. L. Daniher — Professor of Methods in the Social Studies, Ontario College of Education, Toronto.

Miss Nelle E. Bowman—Director of Social Studies, Tulsa, Oklahoma; in previous years assistant to Dr. Howard E. Wilson in the Harvard Summer Workshop.

The first hour of the day will be given to round-table discussion of various state and provincial systems of education, a consideration of our common and our peculiar educational problems, a pooling of teaching experience, an analysis of techniques in the organization and presentation of materials, a special study of the organization of units, an exchange of ideas on teaching aids, and other matters brought up by participants.

The afternoon programme will be the most varied of the day—free reading, tours to places of interest culturally and historically, films on Canadian life and culture, recreational periods, special speakers on special topics, individual or group work on units as may be desired.

General Information

PLACE: Ontario College of Education, 371 Bloor Street, W., Toronto 5, Canada.

May, 1946

TUITION FEE: \$30.00 payable on registration, July 2nd.

CREDITS: The course is designed primarily for university graduates, teaching in the social studies.

A teacher from the United States who completes the requirements of the school will be given a transcript, recommending that five hours of graduate credit be allowed by other universities in the field of education or in the social studies.

ACCOMMODATION: Rooms may be secured at about five or six dollars per week in college residences. Teachers wishing rooms should make early application to one of the following:

Residences for Men: Mr. W. J. Little, Victoria University; Mr. E. G. Strathy, Trinity College.

Residences for Women: Dean of Women, Whitney Hall, University of Toronto; Dean of Women, Annesley Hall, Victoria University; The Bursar, Trinity College.

Coe College Scholarship

The Canada-United States Committee on Education of the C.N.E.A. announces that Coe College, Cedar Rapids, Iowa, has decided to allocate to Canadian students for the academic year 1946-47 two full tuition scholarships valued at \$300 each.

The additional expense to those who receive the scholarships will be about \$300 excluding travelling expenses, but including room and board. Applicants for these scholarships must have qualifications roughly equivalent to graduation from an American high school (Grade XII) and must be students who have ranked in the upper half of the high school class in which they were enrolled. Address applications directly to the Office of the Registrar, Coe College, Cedar Rapids, Iowa.

Coe College is a co-educational, privately controlled institution with an enrolment of 778 students and a staff of 67. It is closely affiliated with the Presbyterian Church. It is rated "A" in the United States edu-

cational directory and has a curriculum which is approximately that of a liberal arts course in a Canadian University.

Visual Aids to Teaching

The following visual aids in the form of flat pictures are now available at the Audio-Visual Aids Branch for booking by teachers. A complete series on BIRD STUDY may be booked at one time for such a period as the type of school may require.

G-18 Some Birds of Alberta, Optimum Grade Placement, VII; Grade Spread I-IX.

Series A (Birds of Field) 9 types.

Series B (Birds of Lake, Marsh and River) 18 types.

Series C (Birds of Wood) 22 types.

These three series include a separate folder for each bird in the series, with the interesting Educational Leaflet published by the National Association of Audubon Societies, an attractive colour print of the bird, mounted ($5\frac{1}{2} \times 9\frac{1}{2}$), and a line drawing of the same size, which may be traced off and coloured with crayon. These series are most interesting and would enrich the study of bird life of Al-

berta. Their use in the classroom would stimulate the interest of both teachers and students in the study of birds, and would encourage the organization of Junior Audubon Clubs, an enterprise of outstanding merit.

G-19 Bird Study Cards, Optimum Grade Placement, VII; Grade Spread I-IX.

Series A (Spring Birds)

Series B (Summer Birds)

Series C (Winter Birds)

These BIRD STUDY CARDS are published by the National Association of Audubon Societies. They are postcard size and have a colour print which may be used in an opaque projector without loss of colour. On the reverse side is a short description of the bird. These are attractive series, each series including seasonal birds of Alberta, and seasonal birds of Other Lands.

G-20 The Story of Britain's Parliament, Optimum Grade Placement, X; Grade Spread VII-XII.

This set of pictures is an interesting and instructive pictorial treatment of the growth of English democracy. It is on extended loan from the

New films have been added to the film library as undernoted:

No.	TITLE	Reels	Subject	Optimum	Spread
T-164	They do Come Back	2	Health	IX	VII-XI
T-165	Glimpses of Belgium	2	Social Studies	X	X-XII
T-166	Peru's Coastal Region (Kodochrome)	1	Art Social Studies	VIII	VII-XII
T-167	New York	1	Social Studies	IX	VI-XII
T-168	Good Bye, Mr. Germ	1½	Health	IX	VII-XI
T-169	Salmon Run (Kodochrome)	2	Biology General Science		
T-170	Iceland on the Prairies (Kodochrome)	2	Social Studies	X VII	VII-X VII-IX
Q-205	Province of Quebec	1	Social Studies	VII	IV-IX
Q-206	Spring Wild Flowers (Kodochrome)	1	Miscellaneous	IV-VI	IV-VI
CPQ-3	Alaska and the Yukon (Kodochrome)	1	Social Studies	VIII	VII-XII
CPQ-4	Ski Time in the Rockies		Social Studies	VII	VI-IX
CPQ-5	The Radiant Rockies (Kodachrome)	1 2	Social Studies	VIII	IV-XII
CPQ-6	Canadian Mountain Summer (Kodachrome)	1	Social Studies	IV-IX	IV-XII
CPT-1	Ski Time in the Rockies	1	Social Studies	VII	VI-IX

United Kingdom Information Office,
Ottawa,

Descriptions

T-164 THEY DO COME BACK:

This film on extended loan from The Alberta Tuberculosis Association, pictures the health facilities of a modern town in action, tuberculosis case finding, diagnosis, and hospitalization. It shows Tuberculosis Association activities and the close working relationship of voluntary and official health forces.

T-165 GLIMPSES OF BELGIUM:

In this film is pictured the history of Belgium in terms of her monuments and documents. Portraying the enchanting combination of the remote and the recent which distinguishes Belgium, the film traces back centuries of ancient religious and mundane culture. Belgium Information Centre.

T-166 PERU'S COASTAL REGION:

This is an interesting short study of Peru's Pacific coastal plain—its cities, its agriculture, and the life of its people. Part of the film is devoted to archeological specimens and bits of modern art. O.I.A.A.

T-167 NEW YORK:

This picture shows Rockefeller Centre, the world's tallest building, the most famous theatrical district, Wall Street, Central Park, Greenwich Village, and Chinatown. Castle. T-168 GOOD BYE, MR. GERM:

This film presents the basic facts about tuberculosis largely by means of animated cartoons. The doctor is shown talking with the germ "Tee Bee," who is prevailed upon to tell the story of his life. The doctor tells the germ of the modern way of fighting tuberculosis. Pathe Laboratories Inc. (This film is on extended loan from the Alberta Tuberculosis Association.)

T-169 SALMON RUN:

This is an excellent film depicting the life cycle of the sockeye salmon. It indicates the economic importance of the salmon fishing industry to

many West Coast communities. There is also reference to the efforts being made by International Pacific Salmon Commission to expand the fishing industry through scientific study and research. National Film Board.

T-170 ICELAND ON THE PRAIRIES:

This film tells the story of the rise of the Canadian Icelandic communities and their contribution to the Canadian heritage. National Film Board.

Q-205 PROVINCE OF QUEBEC:

For a description of this film, see page 48, Audio-Visual Aids Manual. Q-206 SPRING WILD FLOWERS:

This film presents wild flowers in colour. Some are native, but all are interesting. Crawley.

CPQ-3 ALASKA AND THE YUKON:

This film depicts a summer cruise by "Princess" steamer from Vancouver by the "inside passage" via Alert Bay, Prince Rupert, Taku Glacier and Juneau to Skagway and Dawson City. C.P.R.

CPQ-4—CPT 1 SKI TIME IN THE ROCKIES:

This film has excellent photography. It includes familiar mountain scenes from Banff to Lake Louise. Associated Screen.

CPQ-5 THE RADIANT ROCKIES:

All the beauty and magnificence of the Canadian Rockies are seen in this picture, which covers a territory from the foothills of Alberta to the Pacific Coast and Vancouver Island. C.P.R.

CPQ-6 CANADIAN MOUNTAIN SUMMER:

These are Canadian Summer scenes at Banff and Lake Louise. C.P.R.

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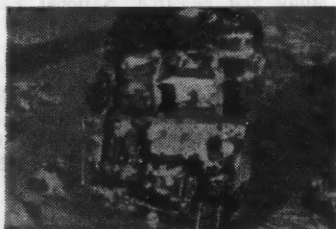
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3



4

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2. Here are seen many different types of receivers and transmitters made absolutely useless by being stripped and all the rest of the stuff smashed.

3. At the top of this picture are seen two ATR5 transmitter receivers, stripped and smashed. Plus pieces of other sets. At the

left is seen a 3-gang variable condenser, which is almost worth its weight in gold, now. (It is almost impossible to buy these now.)

4. Here are seen two ATR5 transmitter receivers with a few variable condensers towards the bottom. The radio fans would pay tremendous amounts for the parts that could be used from these sets if they could set hands on them.

TEACHERS WANTED

The Vegreville School Board require the services of a **PUBLIC SCHOOL PRINCIPAL**, beginning The Fall Term, with the following qualifications: Male—At least 5 years' experience—University Graduate—good disciplinarian—Applicants to state religion. Approximate enrollment 340.

Also required A Lady Teacher for intermediate grades—subjects to be taught to include, Music, Typewriting and girls P.T. Salaries as per schedule. Applications with copies of last two Inspector's reports to be forwarded to,

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The MATH-SCI Corner

DR. A. J. COOK
University of Alberta

J. T. CUYLER, B.A.
Medicine Hat

EVA JAGOE, B.A.
Calgary

While contributions may be sent to any of the Co-Editors, those concerning the intermediate and elementary school are of special concern to Miss Jagoe, c/o Faculty of Education, University of Alberta, Calgary. Send high school science material to J. T. Cuyler, Alexandra High School, Medicine Hat. High school mathematics items should be sent to A. J. Cook, University of Alberta, Edmonton.

The Order of Operations

During this school term the question of the order of operations has been discussed in two different issues of *School Science and Mathematics* (December and January). It might be interesting to discover what Alberta teachers consider the accepted rule.

Nowhere is there any disagreement on the general order: first, involution and evolution, then multiplication and division, and finally, addition and subtraction. But there arises some slight confusion when it comes to a choice between multiplication and division.

Some texts state, or imply, that successive multiplications and divisions are to be performed in the order in which they occur while others insist that all multiplications are to be performed first, and the divisions in the order in which they appear from left to right. One grade eight class of 34 members recently demonstrated that the two rules are being used. Given $24 \div 3 \times 2$, twenty-eight gave the answer 16, and the other six gave the answer 4.

In the December, 1945, issue of *School Science and Mathematics* Mr. Charles Salkind reports investigating 16 commonly used elementary algebra texts with the following results:

"Nine of the sixteen adopt the convention that multiplications and divisions are to be performed in the order in which they occur. Of these nine, eight are explicit in their statement; the ninth implies this rule in giving the answer 100 to the example $40 \div 2 \times 5$. Four of the sixteen give the rule: 'Working from left to right, do the multiplications first, wherever found, then do the divisions.' In two of the four we find the statement, 'Mathematicians have agreed upon the following order.'"

Certainly Mr. Salkind's findings do not suggest any uniformity. In the January, 1946, issue, Mr. Joseph A. Nyberg attempts to justify the rule that all multiplications should be performed first. However, his method of proving it the superior rule is based on the assumption that it is the better way, which completely invalidates his argument. He notes, too, that according to his rule $16 \div 8 \div 4$ is equal to $16 \div 8 \times 4$, a result that does not tend to strengthen his case.

This possibly trivial controversy may be interpreted by some as a good argument against abstract mathematical computations, and it may definitely be taken as a warning to make all problems grow out of real situations. However, in the senior grades pupils should often be encouraged to leave all computations

to the end, in which case an unsimplified quantity such as those mentioned in this article may appear, and some convention must be accepted by the class.

What do you think about it all?

(E. J.)

Atomic Energy

By L. Infeld, Department of Physics, University of Toronto.

This pamphlet is just what teachers have been looking for. It tells the story of the development of atomic energy, discusses its use in peace and war, and its political implications. The pamphlet can be ordered in block lots of ten or more at seven cents per copy from The Canadian Institute of International Affairs, 230 Bloor Street W., Toronto 5, Ontario. Single copies are ten cents each.

Reversible Reactions

By R. W. McCready, M.Sc., Dean of Mount Royal College, Calgary, Alberta.

We are sometimes confronted with the task of introducing new scientific concepts in high school which present a certain amount of difficulty. Some of these concepts really require years of contact before mature understanding comes. The subject of reversible reactions seems to belong to this category. It is very difficult for the teacher to decide how much to teach without going beyond the student's ability to grasp the concepts of the topic.

Recently, I put the following question on a Chemistry 2 examination paper:

"In an experiment water was added to a solution of bismuth chloride, until a white suspension of bismuth oxychloride appeared. On adding a little hydrochloric acid, the white suspension disappeared. Explain what occurred, using the following defined terms: reversible reaction, chemical equilibrium, and displaced chemical equilibrium."

Among some good answers, I was surprised to find that many students had failed to perceive the meaning, of what I thought had been very carefully taught. Some of the errors are quoted below:

(a) "A reversible reaction is a reaction which can be completely reversed by adding some more of one of the compounds."

(b) "A reversible reaction is one in which certain products combine to form a compound which breaks up into ions which recombine to form the original reactants."

(c) "A chemical equilibrium is a state of rest."

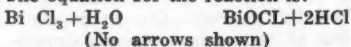
(d) "A chemical equilibrium is a state in which there are the same number of atoms of corresponding elements on each side of the equation."

(e) "A displaced chemical equilibrium is made by changing one of the speeds of reaction."

After reading many answers similar to the above, I felt it necessary to retrace the lesson in order to find the cause of so many mistaken conceptions.

First, I examined the directions given for the experiment in the Manuel. I quote them:

"Into a beaker place about one grain of bismuth trichloride. Add a drop or two of hydrochloric acid. If necessary add a little more, just enough to dissolve the salt. Now add water slowly, stirring constantly till a definite change occurs. Result? The equation for the reaction is:



The bismuth oxychloride is insoluble. Now add dilute hydrochloric acid till the reaction is completely reversed."

Completely reversed? If the reader looks back to answer (a) among the quoted errors he will find the same phrase. This statement suggests that the forward reaction was set up by the addition of water, and the reverse reaction was set up by the addition

of hydrochloric acid. But, I believe that even though the phrase 'completely reversed' was omitted, the experiment would suggest the same idea to some. When the experiment is carefully studied, it can be seen that it is not an illustration of reversible reactions as the title suggests, but the displacement of chemical equilibrium.

The actual mechanism of a reversible reaction is very difficult to illustrate by an experiment. The idea first suggested itself in the mind of C. L. Berthollet in 1799, when he noticed large quantities of "trona"—sodium carbonate—on the shores of the Natron lakes of Egypt. He suggested that the sodium chloride brought down by the rivers was decomposed by calcium carbonate present on the banks of these lakes:

$\text{CaCO}_3 + 2 \text{NaCl} = \text{CaCl}_2 + \text{Na}_2 \text{CO}_3$
He knew this was the reverse of the result usually obtained in the laboratory.

$\text{CaCl}_2 + \text{Na}_2 \text{CO}_3 = \text{CaCO}_3 + 2 \text{NaCl}$
Therefore, he concluded that even though calcium carbonate and sodium chloride show very little affinity for one another, they will react with one another if present in high concentrations. These two independent and antagonistic reactions take place simultaneously in the system—not consecutively as answers (a) and (b), and perhaps the experiment suggests. No experiment can show this idea very clearly, so, it may be more profitable for the teacher to reveal the mysteries of the reversible reaction before the student has had a chance to form the wrong conclusions the experiment may suggest.

After it has been made clear that in a reversible reaction there are two antagonistic and simultaneous reactions, the meaning of a Chemical Equilibrium should be taught. The errors quoted in (c) and (d) above are just the result of careless reading of the textbook, which, incident-

ally, does not deal very extensively with the topic. In order to get a clear picture of a chemical equilibrium, one must deal carefully with the rates of the forward and reverse reactions.

'Let the rate of the forward reaction= V_1 and let the rate of the reverse reaction= V_2 . The rate of reaction depends on:

- (1) the molecular concentrations of the reacting substances,
- (2) the chemical affinity of the reacting substances for each other.

At first V_1 is great, and V_2 is small because the reactants are present in a high concentration, and the products are present in low concentration. But as the reaction progresses, the concentration of the products increase, while the concentration of reactants decrease. Thus a condition is soon attained in which $V_1 = V_2$ and to all appearances the reaction has stopped. This condition is known as a Chemical Equilibrium. The equilibrium thus attained is dynamic, i.e., the antagonistic reactions still progress, the appearance of having stopped being due to the equal rates of these reactions.

Some students showed evidence in the examination (answer d), of thinking that the concentrations of the reactants are equal to the concentrations of the products at the equilibrium point. This condition is possible, but not necessary. One would or could arrive at the above conclusion by using the "Law of Mass Action": i.e., the rate of reaction is proportional to the molecular concentration of the reactants; but, as it has been pointed out before, the rate of reaction is also dependent on the chemical affinities of the reacting substances. Thus, if the chemical affinities of the reactants are greater than that of the products the concentrations of the reactants would have to be less than the concentrations of the products in order to produce equal rates of forward and reverse

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reactions. Therefore, it is possible to have a reversible reaction at a chemical equilibrium, which favors higher concentrations of substances on one side of the reaction than the other.

As the experiment fails to illustrate the reversibility or the equilibrium of the reaction, it should be performed after these points have been clear. Also, it would be better if the experiment were done as a demonstration by the teacher to permit a discussion in which he could guide the student in the formation of his concepts. The following is a review of the demonstration:

The teacher dissolves the bismuth trichloride as described in the directions given in the Manual. He directs the attention of the class to the fact that already the reversible reaction is proceeding and that a chemical equilibrium has been attained. The teacher follows the mechanism of the reaction by writing the equation of the reaction on the blackboard. He explains why the solution is clear. (The concentration of bismuth oxychloride is too low.) Then, he adds water slowly to the solution, stirring constantly until a white suspension of bismuth oxychloride appears. It is then shown that the concentration of water on the 'left side' of the reaction has been increased. What effect will this have on V_1 ? Some student usually can perceive that V_1 would be temporarily increased, and will volunteer the information to the class. The discussion which follows will lead to the conclusion that V_2 must also increase because of the higher concentrations of products resulting from the

increased V_1 , and at the same time V_1 would gradually diminish as the reactants are used up. Soon V_1 becomes equal to V_2 and a new chemical equilibrium is established. This new chemical equilibrium favors higher concentrations of bismuth oxychloride and the equilibrium is said to 'be displaced to the right.'

The teacher then demonstrates how the equilibrium may be displaced to the left by increasing the concentration of hydrochloric acid.

It is stated in the textbook that when a precipitate is formed in a reaction, 'the reaction goes to completion.' Dynamically speaking, however, there still must be a reversible reaction in progress, because the equilibrium can be displaced to make the precipitate bismuth oxychloride disappear.

The above explanations of the reversible reaction chemical equilibrium and displacement of chemical equilibrium are based on the Kinetic Theory of Matter. It is useful in explaining many reactions, and, I think, is within the mental grasp of the average grade twelve student. But, the student can be easily confused by the formation of premature conclusions. Sometimes it is well to start a topic with an experiment as a stimulant to thought, but in this case I think the theory of reversible reactions and chemical equilibrium should be taught first, and the experiment should be used as an illustration of how a chemical equilibrium can be shifted. We have to assume a reversible reaction and a chemical equilibrium, but in making these assumptions it is easy to explain the facts of the experiment as a shift in chemical equilibrium.

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Low Salaries of Teachers a Universal Problem

By *Henri de Savoye*

(Retired Professor of French, University of Alberta)

THAT CANADA is not the only country where the low salaries of teachers imperil the whole system of education is shown by the following excerpt from a newspaper published in Paris (France).

"The solution of the momentous crisis that education is presently facing in France consists in the revalorization of the teaching profession. As long as salaries of teachers and professors place them in the lower social levels, obliging them to have recourse to other expedients to ensure means of existence, the difficulty of recruiting them will increase and finally cause their desks to remain empty.

"In its recent congress the National Syndicate of Teachers has unanimously adopted a scale of salaries for the teaching profession. Taking as a basis the sum of 80,000 francs (\$746.00), the salary of public school teachers has the coefficient 1; teachers having a Master's degree have the coefficient 1.5; those having a doctor's degree, the coefficient 2; professors in Universities, the coef-

ficient 3. The adoption of this scale of salaries constitutes the first measure that should be taken in order to bring back to the teaching profession all those who are abandoning it. And, let us say it frankly, French schools will be in peril as long as these necessary measures remain a dead letter."

If France, one of the most cultivated nations in the world in the literary and scientific fields, is experiencing difficulty in recruiting teachers, we should not be surprised that the young men and women of Canada prefer to the teaching profession other avenues of life that bring more money and a higher social standing.

It is difficult to understand that the Canadian people do not realize that we should select the finest types of manhood and womanhood to be the teachers of the young. Instead it is those who cannot enter better paying fields who are entrusted with the education of the next generation. It would be an amusing joke were it not such a sad tragedy.

Educators Face Crisis

(From the Christian Science Monitor, Boston)

The war has brought a crisis in education.

Earlier, the trend was all toward specialization. If a boy or girl was not equipped with some practical trade, or a thorough knowledge of some one field, education was not justifying itself in this new world of specialists and technicians. Under this theory, the old concept of a required generalized classical educa-

tion was breaking down.

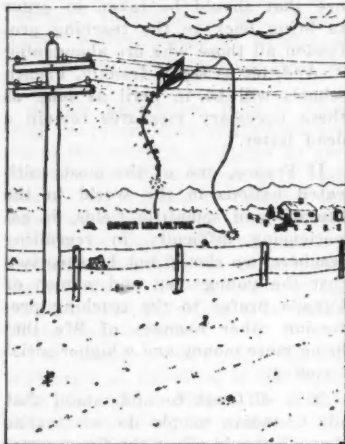
Then the war period taught a sharp lesson. It suddenly became clear that boys and girls could become the best specialists and engineers and yet be good Nazis. Something was very wrong.

The modern world needs specialists. But its need is even greater for citizens trained in the value and practice of democracy. A fer-

"ELECTRICAL" KITES

By J. D. Aikenhead, M.A.

COMMON KITES, when the tails or string are wet, carry electricity. If the kite is caught in high voltage wires, soaking wet, the dangling



tail or string may mean death to an inexperienced person trying to remove the kite.

The tail or string is so accessible, and looks so harmless that the boy reaches out to pull the kite down; while the wet tail or string each carries the same voltage as the wires.

ment of the greatest importance has therefore begun in the world of education. The older concept of certain required courses to broaden the student was re-examined. The trend is now toward training both specialists and citizens—through a careful blend of special and general education. New courses in citizenship and the heritage and culture of western civilization are being developed. Education, in Woodrow Wilson's phrase, is rededicating itself "for the nation's service."

The kite may stick in telephone wires. However, due to the average youngster not being alert enough to think of the difference it is probably much better if teachers will instruct their charges in a simple way to leave kites alone when they get stuck in wires.

"KEEP AWAY FROM KITES IN WIRES," or something simpler, will serve as a printing lesson for the lowest grades. The writing lesson carrying the same advice can be made a little more complete. The Science pupils may explain why the wet kite is so dangerous, when lodged in power wires.

Pupils like to draw. Just as the weakest (or strongest) singer likes to use his voice, so the less gifted likes to sketch, if he may draw what he wishes, and praise will be forthcoming for his try. A good way to start seems to be to issue about five or more sheets of cheap paper to every pupil. Tell them briefly what is to be done, allowing opportunity for diversified work. Those without original ideas may watch others. The best may be combined, on a voluntary basis, for one, or more, "good" charts. It would be a nice reward to allow two or three pupils to take the posters to show them to the closest official of your power and telephone company. The pupils might invite him to the school some day when they are having friends in, or to see their other work.

Science Briefs

The deepest oil well so far drilled is 16,246 feet deep. No oil was discovered below the 2-mile level.

What Are Cosmic Rays? by Pierre Auger (France's most distinguished physicist) has just been published by the University of Chicago Press.

Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

ANDREW

On March 22nd a regular meeting of the Andrew Sub-local was held in the Andrew School, with 13 members present. The main feature of the meeting was a talk on Social Studies in the intermediate and high school grades, which was given by Mr. J. W. Huculak. A lively discussion followed this informative and inspiring talk. After the meeting a delicious lunch was served by Mrs. G. Topolnitsky and Mrs. M. Krywanuk.

On April 12 another meeting was held by the teachers of the Andrew Sub-local. Main topics of discussion were, delegate for the Easter Convention; Track Meet. The highlight of the meeting was a talk on Social Studies in Divisions One and Two, given by Mrs. V. Syrotuck. There was a lengthy and lively discussion and many suggestions were offered by all present. It was decided to have a talk on "Study Groups" at the next meeting.

ATHABASCA

The regular monthly meeting of the Athabasca Sub-local was held on Saturday, March 2, in the high school. Nine teachers and Inspector Hodgson were present. During the business meeting, the festival committee presented an outline of the program which they had planned. A display of physical education was given by Miss Lantinga's health class. This was very much enjoyed by all. Following the physical training demonstration, the teachers adjourned for a cup of tea. Hostesses for the afternoon were Miss Bulcholz and Miss Lantinga.

The regular meeting of the Athabasca Sub-local was held on April 6. Ten teachers were present. Plans for the festival, which is to be held on May 17 were discussed in detail. The following teachers were appointed to the Track Meet Committee: Mr. Nordon, Miss Bucholz and Miss Lantinga. Mr. Hodgson distributed some tests to those teachers present. At the close of the meeting a dainty lunch was served by Mrs. Byran and Mrs. Rollings.

BASHAW

The regular monthly meeting of the Bashaw Sub-local was held in the school on Saturday, March 16. Eight teachers attended. After the regular business meeting, Mr. Myers entertained the group with a most interesting talk and demonstration on simple handicrafts, including finger-weaving, loom-weaving, leather-tooling and metal-tooling, all of which can be done easily in any classroom with very simple equipment. Miss McNab and Miss Westbrook served lunch.

The April meeting of the Bashaw Sub-local was held at the home of Mrs. Morgan on

Saturday, April 13. The main topic of discussion was that of the proposed resolutions for the Easter Convention. Mrs. Morgan and Miss Fielstad were the hostesses. Mr. Gilbert, the Shop teacher, has been asked to speak at our next meeting on May 11.

BELLIS

The regular monthly meeting of the Bellis Sub-local was held in the Yuma High School on Friday, March 8, at 7 p.m. Plans for participation in the Music and Dramatic Festival to be held at Vilna in May were discussed. The Festival program was studied and all misunderstanding was cleared up. After the meeting adjourned, a refreshing lunch was served at the home of Mr. and Mrs. G. Meronyk, Bellis.

The April meeting of the Bellis Sub-local was changed due to poor attendance, from April 12 to Wednesday, April 17; and was held in the Yuma High School at 7 p.m. The meeting was presided over by Mr. G. Meronyk, vice-president. It was decided that a Track Meet be held by our Sub-local, and plans were discussed regarding rules of participation. The next meeting will be held in the Yuma High School on Wednesday, May 8, at 7 p.m. Mr. G. Meronyk, delegate to the A.G.M., will present his report then, and the final arrangements for the Track Meet will be made; therefore, 100 per cent attendance is imperative.

BENALTO-ECKVILLE

The regular meeting of the Benalto-Eckville Sub-local was held at Benalto on the evening of April 2. The main items of discussion were the school festival scheduled for May 17, and the track meet, for which the date is not yet set. Lunch was served by the Benalto teachers.

CASTOR LOCAL

The executive of the Castor Local met at Castor on April 6. The main purpose of the meeting was to plan the Track Meet. A track meet will be held in each Sub-local; then the two best entries in any event will be entered in the Central Meet held at Castor the first Friday in June. The meeting then adjourned. The Executive was cordially invited to attend the zone trustees' convention, which was being held also that day in the school.

CHAMPION-CARMANGAY

The March meeting of the Champion-Carmangay Sub-local was held in the Carmangay School on March 7, with thirteen members present. Following the adoption of the minutes, the group discussed nominations for Provincial Executive. The following slate of officers is to be submitted to the Local: Mr. M. Holman, district representative; Mr. W. Wray, vice-president; Mr. Eric Ansley, president. H. Bews reported on the problem of salary negotiations, as well as business discussed at the Executive Meeting of the Lethbridge Local. It was decided to submit to the salary negotiating committee a statement in writing, asking for basic minimum of \$1200 and \$1400 for elementary and high school, respectively. After the adjournment of the business meeting, the group went to the cafe for lunch.

CLOVER BAR

The Clover Bar Local held their monthly meeting at the home of Mrs. B. I. Clink, 9929 107th St. Dr. Dickie gave a very interesting talk on her experiences at Oxford University, which was enjoyed by all. Tea was then served.

COAL BRANCH

The Coal Branch Local held a very successful Music and Drama Festival on March 13. The schools entered were Mountain Park, Luscar, Mercoal, Coal Valley and Cadomin. Mr. C. R. Ford, Inspector of Schools, Department of Education was adjudicator for the music, and Mr. David Risk, Department of Drama, University of Alberta, was adjudicator for the plays and the choral speech. The play "The Nightingale," by Mountain Park School, was selected as the best play for Division I; "The Blue Bonnets," by Luscar School, for Division II; and "Eldorado," by Coal Valley School, for Division III.

The following were selected as the best choruses: Division I, Cadomin; Division II, Luscar; Division III, Luscar. The following were the winners of Choral Speech: Division I, Cadomin; Division II, Luscar and Mountain Park; Division III, Cadomin. The cup, presented for the best play of the day, was won by "The Blue Bonnets," an Indian play from Luscar. The evening performance included all the winners, a sketch by Mr. Risk, and orchestra numbers by the Cadomin School orchestra.

COALDALE

The Coaldale Sub-local met at Coaldale on Monday, April 1, with members from White, Coaldale, Rendymade and MacLean present. A motion was passed that the Local hold a Track Meet on May 23. The program committee for the Meet includes Mr. Slemko, Mr. Wade, Mr. Holt and Miss Hamilton. Final plans were made for the Musical Festival on April 5. The adjudicators are to be Mr. Putland and Mr. Williams. The winners of the various numbers will give an evening concert in the Coaldale Community Hall. Coaldale teachers served a tasty lunch.

DAPP-JARVIE-FAWCETT

A meeting of the Dapp-Jarvie-Fawcett Sub-local was held at Fawcett on Saturday, April 13. After discussion, it was decided that the Local Track Meet be held at Fawcett. Miss Victoria Lewko presented an interesting Physical Training demonstration with a class of girls. Mr. G. Davies explained the "Stationary Sprint-Jog" method of practising for races and also "Spelling Made Easy." A language discussion followed. At the close of the meeting, lunch was served at the home of Mrs. Wahls. The next meeting will be in Dapp on May 11.

E.I.D. LOCAL

The executive of the E.I.D. Local met in the Bassano School on March 16, 1946. A resolution for the formation of three Sub-locals was passed. It was decided that these Sub-locals should be in charge of arrangements for a Field Day in the spring, a Track Meet in the fall, and Music Festivals; as well as other business pertaining to the teachers. A Field Day was planned for May 31 at Brooks. The Local is sending two councillors to the Annual General Meeting held in the Palliser Hotel, Calgary, during Easter week. The meeting ended with the members adjourning to a local restaurant for refreshments.

ELK POINT

The April meeting of the Elk Point Sub-local was held on April 6 in the Elk Point High School. Attendance was somewhat lower due to poor roads. After a lengthy discussion, the group have decided not to serve lunch at the coming festival on May 23. Instead, a hot drink will be served at noon

and at the evening meal. The Festival Concert committee is in charge of the evening concert. The Annual Field Day is to be postponed until late in September.

FACULTY OF EDUCATION

On March 7 the Education Undergraduate Society held its last meeting of the season in the Education Building Auditorium, with one hundred and fifty members present. The chairman of the meeting, Allan Bonaghan, asked that reports on the year's activities be given by the treasurer, social convener and other executive members. The treasurer announced that the Society, with the University High School, had purchased a P. A. system and also awestrans for the hockey team. Miss Davenport, social convener, announced plans for the yearly banquet and dance at the Macdonald Hotel on March 19, at which Dr. J. A. MacDonald will be guest speaker. Members were advised of coming elections for the next year's executive. As a result of the elections Don Smiley will be president, Owen McGregor, vice-president, and Merron Chorny, treasurer. After a short movie on the Tennessee River Valley project the meeting adjourned.

HELDA

The first meeting of our Sub-local was held in Lousana March 22, with twelve teachers present. Our Local comprises Huxley, Elnora, Lousana, Delburne and Ardley (better known as Big Bend—hence our name H. E. L. D. A.—Helda).

Mr. Evan Kelly was again elected president, with Mr. Brown of Lousana as vice-president. Miss Pethybridge was elected as our new secretary. Mr. Alex Semaka, principal at Elnora, and Mr. Pengilly, of Big Bend, were chosen as councillors to meet the Local in Stettler. Mrs. Pearl Evans was chosen official reporter.

The chief business of the meeting was to discuss the organization of the track meet. It was decided that this year we should hold the track meet on a school day and the field meet on a Saturday sometime later. This was done in an effort to curtail the length of the original field day, and prevent the children from becoming over-fatigued. Mr. Brown undertook to prepare the field in Lousana for the track meet. In Elnora, Mr. Semaka and Mr. Martin assumed the responsibility of preparing for the field meet. Further details are to be discussed at the next meeting. It was decided to hold our future meetings in Lousana on the third Wednesday of each month. A very enjoyable lunch was served by Mrs. Burton and Miss Slipp of Lousana.

HIGH RIVER

At the reorganization meeting of the High River Sub-local attendance was small. The following executive was elected: President, Miss D. E. Thompson; Vice-President, Mr. N. V. Ray; Sec.-Treas., Miss M. M. Wood. Interesting reviews and several discussions took place. Lunch was served.

HOLDEN

Miss E. Ridley was hostess to the teachers of the Holden Sub-local on Tuesday, April 16. Ten members were present. The main business item was the track meet. Mr. Hardy, sports representative, reported on various events that could be entered. After a lengthy discussion the program of events was drawn up for the "Meet" to be held on May 31. The next meeting will be held in the Holden School on Thursday, May 9. A delicious lunch was served by Miss Ridley.

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INNISFAIL-WEST

The April meeting of the Innisfail-West Sub-local was held on Tuesday, the 9th, with seven teachers and Mr. Barnes, Superintendent, present. The meeting was held at the Heckla tearage, with Hazel Ruddy and Margaret Sveinson as joint hostesses. Plans were made for the festival which will be held in Markerville on May 28. Surrounding schools are urged to attend. Information can be secured from Miss Hazel Ruddy, Markerville. The Government grant given for last year's festival was distributed to the teachers for use in the schoolrooms. During the evening, discussions were held on "Playground Games and Supervision," and "Tips on Air Travel."

The next meeting will be held at Dickson on May 15, with Mr. Sloane as host. At this meeting the final program for the festival will be drawn up. After the meeting was adjourned, the hostesses served a light but tasty lunch.

MOUNT RUNDLE

The second meeting of the Mount Rundle Local was held in Canmore School on Monday, March 4. Seventeen members were present. Mr. Leatt of Banff was elected as councillor upon the resignation of Miss S. Catly. The main topic of discussion at this meeting was the Brief, "Alberta as Educator." This Brief created considerable interest, and it was decided to order more copies for the Local. Plans were made for a social evening to be held in Banff before Easter. A dainty lunch was served by the ladies of the Canmore staff, for which Mr. Brown expressed a sincere vote of thanks.

Mount Rundle Local held its third meeting in Banff on Friday, April 12. A delightful banquet was enjoyed in the private dining room of the Mount Royal Hotel. After the banquet, the roll was called, twenty-four members being present. The minutes of the last meeting were read and adopted. The necessary forms for the Councillors' attendance at the Easter Convention were filled out. One or two other matters pertaining to the forthcoming convention were dealt with at this time. The next meeting is to be held at Exshaw soon after Easter, when it is hoped we will be able to go through the Canada Cement plant. Mr. Parkinson was left in charge of all arrangements. There being no other business, the remainder of the evening's program took the form of a Theatre Party, at which Noel Coward's "Blithe Spirit" was enjoyed by all. Mr. Gish moved a hearty vote of thanks to those Banff teachers who arranged such a splendid evening's program.

PEMBINA

The Executive of the Pembina Local met in Westlock on Saturday, April 6, 1946. The following matters were discussed: Resolutions for the A.G.M.; Local and Central Track Meets; Salary Negotiations.

ROCHESTER

The Rochester Sub-local held its March meeting at the Rochester School March 16,

with nine members present. We were pleased to have with us Mr. Nordon, A.G.M. Councillor of Athabasca Local, and Mrs. Nordon, president of Athabasca Local. Mr. Nordon related some of the resolutions to be presented to the A.G.M. Mrs. Nordon gave us some very helpful assistance with festival work. Track Meet and Festival Committees were appointed. It was decided to hold our next meeting at Tawatinaw on April 13.

Ten members of the Rochester Sub-local met at Golden Sunset School, Tawatinaw on April 13. Detailed programs for Track Meet and Festival were discussed. The next meeting is to be held on May 11 at Rochester School.

STETTLER

The April meeting of Stettler Sub-local was held at the home of Mr. and Mrs. Hooper. Plans were completed for the three-day drama school, to be conducted by Mr. Sidney Risk. Mr. Briggs, Mrs. Crone and Miss Kirby were appointed as a committee to negotiate for a salary schedule with the Stettler Board. Miss Kiel reviewed the report entitled, "Alberta as Educator." The meeting was adjourned and lunch was served by Mrs. Crone.

STRAWBERRY

A meeting of the Strawberry Local executive was held in Breton on March 29 with five members present. Mr. Smith was nominated as our representative to the banquet in honor of the retiring Deputy Minister of Education, Dr. G. Fred McNally, to be held in Edmonton on April 9. Some bills were presented and passed. The meeting adjourned and members enjoyed a quick game of badminton and lunch at a local cafe.

A meeting of the Strawberry Local Executive was held in Warburg on April 15, with seven members present. Some bills were presented and passed. The resolutions were discussed and our delegates instructed as to how to vote at the Easter Convention. The meeting adjourned and members enjoyed a delicious lunch at the home of Mrs. Lewis.

TABER

The Taber Sub-local meeting was held on the evening of January 29 at Taber Central School for the purpose of organization. The following officers were chosen for the year: President, Art Kuetbach; Sec.-Treas., Miss Betty Burns; Councillor, Robert McIntosh; Press Correspondent, Miss Pearl McBride. An Institute including all the teachers of the Taber Division was planned, to be held in Taber on March 15. A discussion was held on salary schedules and it was decided that a committee of five should meet the Board. Mr. Mowat was chosen to represent Barnwell, Miss Burton, Grassy Lake; and Art Kuetbach, Taber. A delicious lunch was served in the Home Economics Room by Miss Fiona Milne, assisted by several teachers.

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SEBA BEACH

On February 23 at the reorganization of the Seba Beach Sub-local, the following executive was elected for the year: President, Mrs. Laws; Vice-President, Mr. Plant; Sec.-Treasurer and Press Correspondent, Miss A. Spady; Councillor, Mrs. Harris. Members of the Seba Beach Sub-local are as follows: Miss Toma, Horne; Miss Yates, Sundance; Mrs. Stewart, Seba Beach; Miss Kreye, Langford Park; Miss Allan, Gainford; Mr. Carlson, Seba Beach; Mr. Skoropad, Entwistle; Mr. Plant, Seba Beach; Mrs. Laws, Entwistle; Miss Spady, Seba Beach; Mrs. Harris, Entwistle. Business discussed included Musical Festivals and Track Meets. The regular Sub-local meeting will be held at the Seba Beach School on every fourth Saturday of the month.

STONY PLAIN

The Stony Plain Local executive held a meeting in the A.T.A. Office on Saturday, April 13. The main discussion centred on the Track Meet which will be held on Thursday, May 23, at the various centres. The Central Track Meet will be held at Stony Plain on Saturday, June 1.

THORHILD

A meeting of the Thorhild Sub-local was held in the Thorhild high school on March 12. There were 16 members present. The Musical Festival was discussed and Inspector E. A. Kostash, who was present at the meeting, gave the teachers some valuable help on the subject. It was decided to hold a Musical Festival in Thorhild. The following Festival committee was elected: Mrs. Miles, chairman; Mrs. B. Sawka, secretary. The next meeting will be held in Thorhild on April 30. A delicious lunch served by the Thorhild teachers brought the meeting to a close.

TWO HILLS

Eight members of the Two Hills Local met at the Two Hills School on the 9th of March. Since the membership was so small, it was decided to postpone the agenda until the

next meeting. The members present spent a very enjoyable afternoon nevertheless, with the new sound projector purchased for the Two Hills School. Shorts on "India," "Dwellers in Hot Wet Countries" and "The Nose" were run. The latter besides being quite educational was a real "Rib Ticker."

VALHALLA

At our election meeting in October the following officers were elected: President, Miss Jennie Ruptash; Vice-President, Miss V. Hansman; Sec.-Treas., Miss V. Ruptash; Press Correspondent, Mrs. A. Laberg; Councillor, Miss V. Ruptash. The meetings are to be held on the second Thursday each month.

At our November meeting, films were chosen and a circulation schedule for the films drawn up.

The December meeting was held at the home of Mrs. Laberg on December 13, with Mrs. Laberg, Miss Hodges and Misses Vera and Jennie Ruptash present. The secretary read all correspondence, after which there was a discussion in support of the Musical Festival. A delicious lunch was served by the hostess.

The February meeting was in the form of a Valentine Party held at the Valhalla Centre School. After an evening of fun and games, lunch was served by the A.T.A. members, and a speech expressing thanks to the 25 guests present for attending was given by the president. The party broke up after midnight with the singing of "God Save the King."

VIKING

On April 6th the Viking Sub-local met in the Viking School. The festival work was well discussed. It was decided to hold a track meet. Then a very instructive and interesting talk was given by Mr. Erickson, our Inspector, on "Language in all Divisions." A delicious luncheon, at a beautifully decorated table, was served by Mrs. Clark, the Primary teacher at Viking. It was a splendid meeting.

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